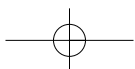
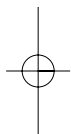
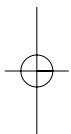


PR Your English!



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PR Your English!

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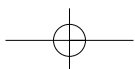
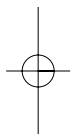
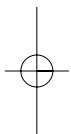
Notă asupra ediției

Manualul de față se adresează studenților de nivel intermediar și intermediar-avansat și urmărește familiarizarea acestora cu vocabularul specific domeniului comunicării și relațiilor publice, dezvoltarea competențelor de comunicare scrisă și de folosire corectă a morfologiei și sintaxei limbii engleze. Lecțiile cuprind teme culturale, pentru a trezi interesul studenților pentru civilizația spațiului anglo-saxon și pentru provocările contemporaneității.

Unitățile sunt organizate astfel: în prima parte a fiecărei lecții se pornește de la texte autentice care abordează diverse aspecte ale comunicării. Exercițiile de înțelegere a textului scris valorifică vocabularul articolelor și studiilor de caz prezentate. În a doua parte sunt prezentate probleme ale morfologiei și sintaxei limbii engleze. Exercițiile numeroase care însoțesc prezentarea teoretică permit dobândirea de către studenți a deprinderii de a folosi corect gramatica. Dacă în unitățile 1-13 am inclus formate diverse de scriere (rapoarte, articole, eseuri etc.), ilustrate cu teme și proiecte ale studenților, în unitățile 14-20 am propus teme care sunt un bun punct de plecare pentru studentul care urmărește nu doar dezvoltarea competenței de exprimare în scris, ci și conturarea unui punct de vedere privind subiecte de mare actualitate. Cele două părți ale manualului se încheie cu câte o lecție de recapitulare, care propune diverse tipuri de exerciții ce facilitează pregătirea pentru examenul scris.

Am dorit să oferim informații bogate și exerciții numeroase studenților noștri, fiind convinse că doar exercițiul susținut poate duce la îmbunătățirea performanțelor lingvistice. Studenții vor fi aceia care vor decide cât de departe vor să ajungă în cunoașterea limbii engleze. Noi sperăm că, punându-le la îndemână acest instrument de lucru, îi vom încuraja să afle mai multe.

Autoarele



Cuvânt înainte

M-a surprins plăcerea nedisimulată a întâlnirii cu manualul de față. Recunosc, m-am așteptat să-l survolez cu interes. Nu m-am așteptat însă să mă cucerească în asemenea măsură încât să nu mă pot opri din citit.

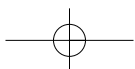
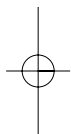
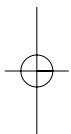
Un manual e, de regulă, pedant și sec. Nimic mai mult decât un instrument de lucru. Calitatea acestui instrument poate varia de la o extremă la alta, e adevărat. Nu însă și funcția esențialmente practică a acestuia. Textele, alese pentru a ilustra gramatica și exercițiile unei secțiuni, sunt în general frustrant de goale, sau golite de sens. Păcatul acesta însă nu-l comite manualul în discuție. Aici conținutul de idei al fragmentelor selecționate este primul lucru care atrage atenția.

Ce aduce proaspăt manualul scris de Alexandrina Andrei, Mălina Ciocea și Livia Popa este o re poziționare radicală a noțiunii de instrument de lucru, lărgindu-i, în fapt, funcționalitatea. Tematica secțiunilor pe care este altoită gramatica se distinge ca fiind direct relevantă pentru studentul zilei de azi. Sunt sigură că acesta nu e singurul manual care abordează subiecte ca internetul, aspecte legate de relațiile publice, carieră sau publicitate. Probabil și capitolele care aduc în discuție noțiunea de școală de elită, schimbarea climei terestre sau națiune virtuală nu au apărut pe teren virgin. Selecția textelor propriu-zise însă, profesionalismul cu care sunt concepute gramatica și exercițiile, relevanța lingvistică în termenii absolutei actualități de idiom, toate acestea sunt de excepție și recomandă manualul ca fiind în cel mai adânc sens de referință.

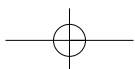
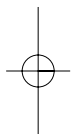
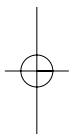
Dincolo de suprafața în care funcționalitatea marchează creator atât forma cât și conținutul, acest nou manual reușește un lucru rarissim, anume menține deschis și real dialogul cu cititorul. Este un dialog în care te simți angajat nu doar din nevoia de a învăța o limbă străină, limba engleză. Este un dialog care începe – și sfârșește – prin a captiva autentic. Psihologic, una e să faci ceea ce ți se spune: metoda de lucru a manualelor tradiționale. Alta este în schimb să te lași sedus de ceea ce ți se spune și să încerci mereu să găsești soluția corectă astfel încât să poți înțelege până la capăt: tactica manualului de față. Din această perspectivă privind lucrurile, avem aici de-a face cu un subtil și original exercițiu de retorică în care scopul și mijloacele funcționează în stare de armonie. Un mare și neașteptat lux!

12 August 2008

*Cristina Neagu, DPhil, MSc,
Magdlen College, University of Oxford*



Part 1



UNIT 1

The Internet

A. Reading and vocabulary

Read this text about the impact the Internet will have on our lives:

The Internet is the Wild West, the Gold Rush of '49. Miss the Internet and you'll miss the opportunity of a lifetime. The Internet is one of those 'once-in-a-decade' revolutionary developments that will change many aspects of everyday life, some only remotely connected to the Web.

The Internet took its place in history along with the personal computer, the electronic chip, the mainframe computer, and television. Of the five, the Internet will turn out to be the most important development, the one that will change your life in more ways than the other four. And the changes have just begun. The number of websites is growing at the rate of fifty thousand a week. This is the era of the Internet, and the future belongs to those who can do the best job of building their brands on the Net.

The Internet will change your business even though you don't have a Website, you don't do business on the Internet, and your product or service will never be sold or advertised in cyberspace. But how will it do that? And what can you do about it? It's easy to err in one of two different ways. You can make either too much of the Internet or too little. You make too much of the Net when you assume that it will completely replace traditional ways of doing business. No new medium has ever done that. Television didn't replace radio and radio didn't replace newspapers. You make too little of the Net when you assume it will not affect your business at all. Every new medium has had some effect on every business, as it has had on existing media. Radio, for example, was primarily an entertainment medium until the arrival of television. Today radio is primarily a music, news and talk medium.

The new medium does not replace the old. Rather, the new medium is layered on top of the old media, forever changing and modifying all of the existing media. The original mass-communications medium was the human voice, still an unusually effective way to send a message. Each major medium to follow became powerful in its own right because the medium possessed a unique and highly prized attribute. The book multiplied the number of people that could be reached by a single individual. The periodical added the attribute of news. Large numbers of people could share news of the latest events in their city or country and eventually the world. Radio added the attribute of the human voice. News and entertainment could be communicated with emotion and personality. Television added the attribute of motion.

What attribute does the Internet bring to the communications table? The Internet is going to take its place alongside the other major media, because it exploits a totally new attribute.

We believe that history will rank the Internet as the greatest of all media. And the reason is simple. The Internet is the only mass-communications medium that allows interactivity. On the Internet a brand lives or dies in an interactive era. In the long run, interactivity will define what works on the Internet and what doesn't work. The secret to branding on the Internet is your ability to present your brand in such a way that your customers and prospects can interact with your message. You'll have to throw out many of the traditional ways of brand building if you want to build a powerful Internet brand.

(from *The 11 Immutable Laws of Internet Branding* by Al Ries and Laura Ries)

Exercises

I. Decide whether the following sentences are true (T) or false (F):

1. The author claims that major changes that influence people's lives occur every ten years.
2. The best tactics for businessmen is to wait and see what changes the Internet will bring about.
3. The arrival of a new mass-communications medium announces the disappearance of old ones.
4. The characteristics of new media are added to the previous ones to enrich the way we communicate.
5. According to the author, successful Internet brands are those that allow a two-way communication system.

II. Match the words in column A with their synonyms or definitions in column B:

A	B
remote	mainly
primarily	ultimately
prized	extremely important, valued highly
eventually	far away
to err	to permit
to assume	to make a mistake
to allow	to consider as true
in the long run	in the future, but not immediately

III. Read the text below and decide which answer, A, B, C or D best fits each space. There is an example at the beginning (0):

Example:

0. A. green B. blue C. red D. white

One real barrier to globalism is (0) tape – taxes, duties, customs forms, and paperwork in general. These are the things that are going to clog up the system and slow it (1) But you can't stop progress. In (2) time, the paper barriers will come down, too.

Another barrier to globalism is language. The first decision a global brand builder must (3) is the language (4) Do you use English, or do you translate your site (5) various different languages? If you (6) only the languages used by a significant number of people, there are still 220 different languages.

In the long term you are (7) to find successful examples of both single-language and multiple-language sites. But there is never only one to do anything and you can be sure there will be at (8) one competitor going in the opposite (9)

1. A. off B. down C. round D. in
2. A. - B. the C. a D. some
3. A. come B. do C. arrive D. make
4. A. thought B. question C. situation D. idea
5. A. for B. from C. as D. into
6. A. add B. number C. count D. accept
7. A. probably B. likely C. probable D. expected
8. A. least B. last C. less D. latest
9. A. road B. direction C. way D. sense

B. Grammar

Present Simple and Present Continuous (Revision)

Take a look at the following sentences taken from the text on Internet branding:

‘The Internet *is* the only mass-communications medium that *allows* interactivity.’

‘On the Internet a brand *lives* or *dies* in an interactive era.’

‘The number of websites *is growing* at the rate of fifty thousand a week.’

The verbs in these sentences are in the *present*.

I. Form

Present Simple

The Present Simple is formed with the bare infinitive form of the verb (without *to*)

e.g. ‘You *make* too little of the Net when you *assume* it will not affect your business at all.’

You *speak* French. We *talk* a lot every day.

– we add *-s* in the third person singular (after *he/she/it/John* etc.)

e.g. ‘It *exploits* a totally new attribute.’

She *plays* the piano.

– verbs ending in *-s, -ss, -ch, -sh, -o, -x* add *-es*

e.g. He *watches* TV in the morning. He *misses* her. He *goes* there.

– *be, have*, are irregular verbs

e.g. ‘The Internet *is* the Wild West.’

He *has* a nice house.

– we use *do* (*does* for the IIIrd person sg.) to form questions and negative sentences

e.g.

Do you ever <i>listen</i> to music?	They <i>don't understand</i> .
Does she <i>tell</i> everyone that?	He <i>doesn't feel</i> very well.
‘What attribute <i>does</i> the Internet <i>bring</i> ...?’	‘The new medium <i>does not replace</i> the old.’

Present Continuous

The Present Continuous is formed with the present of the auxiliary verb *be* and the *-ing* form of the verb

e.g. You *are talking* to them. She *is swimming*.

– we place the auxiliary before the subject to form questions

e.g. *Is she driving* to the city?

– we add *not* to the auxiliary to form negatives

e.g. They *aren't reading*.

II. Use

Present Simple

We use Present Simple for:

– general statements and timeless truths

e.g. Two plus two *makes* four. Children *like* chocolate.

– habitual activities

e.g. He *wakes up* at 5 every morning.

– permanent situations

e.g. She *lives* in a large house.

– we often use frequency adverbs with Present Simple (they show how often an action takes place): *never, hardly ever, seldom, rarely, sometimes, occasionally, usually, normally, often, frequently, always*

See the position of frequency adverbs:

She	<i>always</i>	drinks	coffee in the morning.
	adverb	verb	
She	<i>is</i>	<i>never</i>	late for school.
	be	adverb	

Present Continuous

We use Present Continuous:

– for an activity in progress at the moment of speaking

e.g. 'What is Ann doing?'

'She *is writing* a letter.' (she is in the process of writing)

Sometimes the action is not happening exactly at the time of speaking

e.g. I *am reading* this great book about France these days.

(I have started reading it but I haven't finished it).

– to talk about changes happening around now

e.g. It *is getting* warmer every day.

– for temporary activities

e.g. I *am working* in a different office this month.

Present Simple or Continuous?

– with verbs like: *agree, suggest, promise, apologise, refuse* etc. we use the Present Simple, not the Present Continuous (we do the activity when we say the sentence)

e.g. I *promise* I'll help you.

(in the same time I say the sentence and I also do the action of promising)

– we use 'always' with Present Simple with the meaning 'every time'

e.g. He *always* reads the newspaper in the morning.

– we use 'always' with Present Continuous with the meaning 'too often' when we want to emphasize that a situation is annoying

e.g. He *is always* coming late at work! I hate it!

– 'forever' and 'constantly' are also used with Present Continuous to express annoyance

e.g. She *is constantly* complaining about the weather!

Stative and active verbs

Some verbs have a stative meaning: they describe states (something staying the same), as opposed to action verbs

e.g. Children *like* chocolate. (state verb)

They *are eating*. (action verb)

– we do *not* usually use state verbs in the progressive

e.g. 'The future *belongs* to those who ...'

'We *believe* that history will rank...'

I *know* what to do (not: I am knowing).

Verbs with stative meanings:

1. verbs of thinking: *know, think, believe, realize, understand, suppose, forget, imagine*

2. verbs showing emotional state: *love, like, hate, fear, prefer, mind*

3. verbs showing possession: *have, own, belong*

4. sense verbs: *feel, taste, hear, see, smell*

5. other stative verbs: *be, seem, appear, look, resemble, exist*

– some stative verbs can be used in the progressive as action verbs, but their meaning changes

Compare:

I <i>see</i> a bird flying. (state verb)	I <i>am seeing</i> John tonight. (action verb) (‘I am meeting’)
We <i>have</i> several books on this subject. (state verb)	We <i>are having</i> lunch. (action verb) (‘We are eating’)
You <i>look</i> sick. You should see a doctor. (state verb)	She <i>was looking</i> at him, unable to smile. (action verb)

– some stative verbs can be used to express temporary feelings

e.g. I'm *loving* this music!

See also:

He is usually very quiet, but today he *is being* very noisy. I wonder what happened.

(He is behaving this way now, it's a temporary behaviour)

– sometimes with state verbs used either in the simple or in the continuous form there is little difference in meaning

e.g. She *feels* happy/She *is feeling* happy.

– *be + adj.* has a stative meaning (e.g. am/is/are old/young/tall). Sometimes *be + adj.* can be used in the progressive (e.g. am/is/are being + bad/polite/nice/serious etc.)

1. Choose the most appropriate verb form (a or b) to fill the blanks in the following sentences:

- 1) Jane, what about this dress?
a. do you think b. are you thinking
- 2) I that nothing will change too soon around here.
a. expect b. am expecting
- 3) She at those reports right now, I'm afraid I cannot disturb her.
a. looks b. is looking
- 4) Apples better in winter.
a. taste b. are tasting
- 5-6) 'I am so sorry to turn you down, Andrew, but I Tom tonight. He asked me out for a drink.' 'Oh, I'
5) a. see b. am seeing
6) a. see b. am seeing
- 7) They about spending their holiday in France this summer.
a. think b. are thinking
- 8) Could you call later? I lunch with my parents now.
a. have b. am having
- 9) Mrs. Robertson the company in this meeting today.
a. represents b. is representing
- 10) Bernadette in 'The Opera Singer' this month.
a. appears b. is appearing
- 11) He a nice-looking man.
a. is b. is being
- 12) I her for her inner strength.
a. admire b. am admiring
- 13) Mrs. Johnson a baby next month.
a. expects b. is expecting
- 14) She so nice in her red dress!
a. looks b. is looking
- 15) His report the first attempt to cast light on this issue.
a. represents b. is representing

Expressing future time

1. Present Simple and Present Continuous

e.g. The meeting *starts* tomorrow at 9.00.

I'm *seeing* John tonight.

(the actions happen in the future)

We use Present Simple for the future when we talk about a schedule or timetable

e.g. The plane *takes off* at 20.15.

– we do *not* use the Present Simple for intentions and decisions

e.g. I'm *going to talk* to her this evening. (not: 'I talk to her this evening')

– usually there is a future reference in the sentence indicating when the event takes place

e.g. I finish classes at four *tomorrow*.

– there are several verbs which are usually used in this way: *begin, start, end, finish, open, close, arrive, come, leave* etc.

We use Present Continuous for the future when we talk about social arrangements

e.g. 'What *are you doing* on Saturday?' 'We *are having* a party.'

(the event is planned, the agent has arranged to do something)

– the context or future time words indicate the future meaning

e.g. John and Ann are getting married *next Sunday*.

Present Simple or Present Continuous?

We use Present Simple for people if they have a tight schedule	We use Present Continuous for arrangements
e.g. I <i>begin</i> work at 8 a.m.	e.g. We have decided to go to France for our holiday this year. We <i>are leaving</i> tomorrow at 8.

2. Future Simple

Look at the following sentences taken from the text on Internet branding:

'Of the five, the Internet *will turn out* to be the most important development, the one that *will change* your life in more ways than the other four.'

'History *will rank* the Internet as the greatest of all media.'

I. Form

– will/shall ('shall' with 'I' and 'we', in formal situations, rarely used in AmE) + short infinitive (without *to*)

– the negative is *will not* or *won't/shall not* or *shan't*; the contracted form of *will* is *'ll*

e.g. She *will feel* better tomorrow. They *won't talk* to anyone. Don't worry, he *'ll be* back soon.

II. Use

We use *will*:

– for predictions about future events

e.g. 'The Internet is one of those 'once-in-a-decade' revolutionary developments that *will change* many aspects of everyday life.'

They *ll pass* the exam, I'm sure of that.

– for instant decisions, taken at the moment of speaking

e.g. 'I have tickets for the first game. Who wants to come with me?' 'I *will*!'

Remember: we can use *shall* in offers and suggestions

e.g. *Shall* I help you carry that bag? *Shall* we go out?

We can use *will* for offers

e.g. I *ll* phone her if you like.

We use *will* to ask somebody to do something

e.g. *Will* you please talk to her?

Compare:

<i>Shall</i> I fix dinner?	<i>Will</i> you fix dinner?
('Do you want me to fix dinner?')	('I want you to fix dinner')

We use *won't* for refusal

e.g. The door *won't* open ('I can't open the door')

I *won't* talk to her again (strong refusal)

3. Be going to

I. Form

– be + going + the infinitive (with *to*)

e.g. She *is going to buy* a car. They *aren't going to help* them. *Are you going to travel* abroad?

II. Use

We use *be going to* for:

– predictions based on a present situation (I can see that something is going to happen)

e.g. 'The Internet *is going to take* its place alongside the other major media.'

It's cloudy. It's *going to rain*.

– intentions (the speaker decided in the past to do something in the future)

e.g. I have made up my mind. I'm *going to change* my job.

Present Continuous and be going to have similar meanings

e.g. We *are meeting* our friends tonight. (we have made arrangements)

We *are going to meet* our friends tonight (we have decided to meet them)

Note that we have to mention the time with Present Continuous used with this value:

e.g. She *is going to read* that book. (future action, a plan)

She *is reading* that book. (no time mentioned; here the Present Continuous refers to a present action)

She *is reading* to children at the local library *tonight*. (time mentioned; future action)

'Be going to' and 'will'**Compare:**

1. 'What shall we do on Sunday?' 'I know. We <i>'ll go</i> to a movie'. (the decision was taken at the moment of speaking)	We <i>are going to spend</i> our week-end at the seaside. We have planned everything. (the decision was taken before the moment of speaking)
2. John <i>will be</i> here around 10 o'clock. (the speaker thinks that this is what will happen)	John's plane lands at 8.00, so John <i>is going to be</i> at the gate at 8.10. (the prediction is based on something we know)

– we often use *will* with *probably/perhaps/definitely/I'm sure/I think/I expect/I wonder*
e.g. *Perhaps* it will rain in the evening.

Remember:

We use: *be going to* for a prior plan

will to express willingness (e.g. 'I *ll help* you!' – I really want to help you)

either *be going to* or *will* for a prediction

II. Choose the correct variant, a, b, c or d:

- Oh, look at that truck on the first lane! It the tree!
a) hits b) is hitting
c) will hit d) is going to hit
- Have you heard the news? Alice married next week!
a) is getting b) has got
c) will have got d) gets
- The doctors the people in that devastated city.
a) will be seen b) are been seen
c) are being seeing d) will see
- Look at those dark clouds! It
a) is to rain b) is going to rain
c) will rain d) rains
- 'Who wants to call the teacher and invite her at the ball?' 'I'
a) am b) can
c) will d) have

Future Continuous**I. Form**

– will/shall + be + Present Participle (V-ing)

e.g. At this time tomorrow I *will be driving* to London.

II. Use

– to express an activity that will be in progress at a time in the future

e.g. Tomorrow at 5 we *will be playing* football.

(we will be in the middle of the action of playing)

- for an action which is the result of a routine
e.g. I *will be meeting* Anne tomorrow. I always meet her on Mondays.
- we use *Will you be V-ing...?* to ask about somebody's plans, especially because we want them to do something
e.g. *Will you be talking* to Jane later? I want you to tell her something.

'Will be V-ing' and 'will'

Compare:

When she comes we *will go* out. (She will come and then we will go out).
When she comes we *will be watching* a video (we will be in the middle of watching the video).

Remember other continuous forms:

'What *is* she *doing*?' 'She *is working* on a project.' (Present Continuous)
She *was working* on a project when they called her. (Past Continuous)

'Be about to' and 'be to'

- we use *be about to* for the near future
e.g. Shut up! She *is about to start* singing!
- we use *be to* for official arrangements
e.g. The President *is to meet* the Prime-Minister tomorrow.

Expressing the future in time clauses

- we use the Present Simple for the future after a time word (*when, while, after, before, as soon as, as, until*)
e.g. We will decide what to do when she *arrives*.
(the actions take place in the future)
 - sometimes the Present Perfect is used in the time clause (after *when/as soon as/until/after*) to emphasize that one activity will be completed before the other
e.g. I'll talk to her when I've *finished* reading the newspaper.
(first I will finish reading the newspaper, then I'll talk to her)
 - if the actions happen together, we use the Present Simple, not the Present Perfect
e.g. When she *calls* me I'll tell her about the meeting.
 - after *if, who/which* and *that* we also use the present for the future if in the main sentence we have a verb in the future
e.g. 'You'll have to throw out many of the traditional ways of brand building *if you want* to build a powerful Internet brand.'
If she sees us we'll be in trouble.
We'll talk to all the people *who call* us.
I'll make sure *that she is informed* of the details.
- We use present for the future after *in case* (to refer to a possible problem)
e.g. We'll meet inside the restaurant *in case it rains*.
See the difference between *when* and *if*:
I'll give you my phone number *when* I move.
(we use *when* for things which will happen for sure)

I'll call her if something goes wrong. (not: 'when something goes wrong')
(we use *if* for things which will possibly happen)

More exercises

Do and Make

Look at some idiomatic expressions with *do* and *make*:

You are *made for* sports.

When you *make much/little of* something you treat something as important/unimportant

What do you *make of* his speech? (What do you understand of his speech?)

There are a lot of *do-it-yourself* magazines and TV shows.

When you want someone to stop doing something annoying, you say: *that will do!*

When you can *do without* coffee, you manage without it.

You will find out more about the uses of *do* and *make* by doing the following exercise:

III. Use either 'do' or 'make' to complete these sentences:

1. They had a fight but they finally up.
2. I know that you had to work hard to finish this paper for me, but I promise I'll..... it up to you!
3. After the employees' protests, the managers decided to away with those regulation
4. We should some room for them, they have a lot of luggage!
5. 'Would you like something to eat?' 'No, but I could with a cup of coffee.'
6. 'How do you ?,' he said, shaking his hand.
7. Can you the washing? I'm really tired.

IV. In the following exercise add prefixes or suffixes to the words on the left so as to complete the sentences:

Example: They were impressed with his... <i>ability</i> ...to speak three foreign languages.	ABLE
1. Experts in child claim that interaction with other children is crucial.	DEVELOP
2. They made plans for his	ARRIVE
3. They found the most way to cut down costs.	EFFECT
4. He delivered a speech in front of a large audience and was very convincing.	POWER
5. is the key element of this new software.	INTERACTIVE
6. It was an hot summer.	USUAL

Phrasal verb: GROW

Take a look at the following definitions:

grow into = become, develop into a particular type of person over a period of time

grow out of (a habit) = stop doing it as you become older

grow out of clothes = become too big to wear those clothes

grow up = become an adult

See also some expressions with *grow*: grow old, grow to like somebody (gradually start to like), grown-up (n.) = adult

V. Now fill the blanks in the following sentences with phrasal verbs taken from the box. Changes in form may be necessary:

grow up

grow out of

grow into

1. He would hit all the children at the playground when he was 4, but he it lately.
2. Stop being silly! !
3. When I saw her after several years I realized she a beautiful young lady.
4. '..... are hard to understand!', complained the child.

VI. Choose the correct answer, a or b, to fill the blanks in the following sentences:

1. Ann (a. thinks/b. is thinking) that her friends will help her, that's why she looks so confident.
2. At this time tomorrow I (a. will be flying/b. I will have been flied) to Germany.
3. Everyone (a. will claim/b. will be claimed) that the new marketplace is good for the community.
4. Usually Ann works until late at night, but this week she (a. leaves/b. is leaving) earlier because her boss is on a holiday.
5. This month I (a. do/b. am doing) that course in history.
6. He (a. expects/b. is expecting) everyone to support him but there is a surprise in store for him.
7. The blue lines on the map (a. represent/b. are representing) rivers.

VII. Complete the sentences with the correct verb form:

Because we know that you love your backyard, we are launching a new magazine in August. We (1) (want/have wanted/are wanting) your projects in this magazine. Every issue (2) (will be carrying/will carry/will be carried) instructions for backyard improvements that (3) (can make/can made/can be made) in a week-end. We'll also include ideas like how (4) (to be installed/to install/install) outdoor lighting. If you (5) (have looked/will look/are looking) now for advice, the editors can help.

(from a 'Do-It-Yourself' magazine)

C. Writing

Building Paragraphs (Revision)

Good essay writing requires good knowledge of the structure of paragraphs. This part will revise some notions on how to build paragraphs (extensive information is given in Alexandrina Andrei's book, *Everyday English*, Comunicare.ro, 2004). Whether you are writing descriptive, narrative, process, comparison and contrast, opinion or persuasion paragraphs, you need to remember that a paragraph groups together several sentences developing the same topic. Be sure to narrow the topic of your paragraph. For instance, you cannot write just a paragraph about 'Friendship', but you can narrow the topic to 'My friend's character'. If you want to write about another idea, you must begin a new paragraph.

The main idea of the paragraph is expressed in the *topic sentence* and is developed in the *supporting sentences*, which give details, explanations or examples. In academic writing the topic sentence is usually the first and you should follow this pattern, in order to make sure that you have included a topic sentence in your paragraph. The topic sentence expresses very clearly the topic or gives an opinion about it. You should try to avoid giving just facts in the topic sentence.

Supporting sentences add more information, explanations or details to the idea expressed in the topic sentence. For instance, when you write a descriptive paragraph, you should add details that help you build the image of the place, person or thing you present. Supporting sentences can also give examples or opinions on a certain topic. It is very important to discriminate between facts and opinions. For instance, the sentence: 'Students have many exams in winter' gives a fact. The sentence: 'Some of these exams are difficult' expresses an opinion. You can use the sentences in chronological order or you can use them in order of importance (usually from the least important to the most important, so as to keep the reader interested).

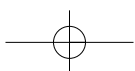
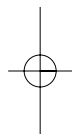
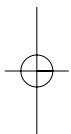
A good paragraph should have a *concluding sentence*. It usually summarizes the main idea of the paragraph and the supporting points or restates the main idea. It can also give recommendations or make a prediction based on the idea developed in the paragraph. The easiest way to build a good concluding sentence is to read again the topic sentence and rephrase it. Do not state a new idea in the concluding sentence.

Remember that a paragraph becomes better if you plan it carefully and revise it. Be sure to include words like 'although', 'since', 'afterwards', 'meanwhile', 'however', 'nevertheless' etc. which will help you connect your sentences (see a list of transitional words in annex B).

The criteria usually followed by teachers when they assess students' paragraphs are: a) *task fulfillment/content* (treatment of the topic and use of relevant content), b) *organization* (employment of logically sequenced paragraphs and range of connectives), c) *vocabulary* (range of vocabulary), d) *language* (use of appropriate patterns and structures) and e) *mechanics* (command of spelling, punctuation, capitalization and layout) (see Chris Tribble's *British Council Baltic States Project*)

Practice

1. Write a descriptive paragraph about a storm/one of your relatives.
2. Write a narrative paragraph about your first day at work/a summer afternoon.
3. Write a paragraph about how to get from the student campus to the lecture halls.
4. Write a paragraph comparing two best friends/two cities/two movies.
5. Write a paragraph giving your opinion on the performance of your favorite actor in his latest film.
6. Write a paragraph arguing in favor or against smoking in public places.



UNIT 2

Legal Aspects of the Rainbow Warrior Affair*

A. Reading and vocabulary

Read this text:

Two DGSE agents using false names were arrested in New Zealand on 12 July 1985 and duly charged with passport and related offences. On 23 July they were further charged with conspiracy to commit arson, with wilfully damaging the Rainbow Warrior by means of explosives, and with the murder of Fernando Pereira, a crew-member who drowned in the incident. They pleaded not guilty and were remanded in custody. In mid-August the French press identified them as Alain Mafart and Dominique Prieur. On 26 July New Zealand police also obtained warrants to arrest agents who had left New Zealand prior to the explosions. On 13 August New Zealand demanded extradition of all those involved, but the French government replied that it could not extradite French nationals. The other agents, including three who reported to the Paris police on 25 August, were never apprehended. The charges against Mafart and Prieur were altered to manslaughter and wilful damage at the hearing on 4 November 1985. The agents pleaded guilty and were sentenced on 22 November to ten years' imprisonment for manslaughter and seven years' for wilful damage, the terms to run concurrently. The French Defence Minister told them that the government would work for their release and on 28 November he urged negotiations for their return to France.

An investigation by the French government into the possibility of official involvement, published on 26 August 1985, recognised the identity and affiliation of the agents but found no evidence to indicate that their mission involved anything other than surveillance. On 6 September France notified New Zealand of its concern that Mafart and Prieur should enjoy all the guarantees of international law. After further press revelations France acknowledged on 22 September that all agents had obeyed orders, and protested that they should not be exempted from blame.

Meanwhile New Zealand had notified France on 6 September that it would take legal steps to secure compensation from the French State. Further, the New Zealand Prime Minister, David Lange, said on 26 September that he had prohibited extradition of the agents and political interference in the legal proceedings. After the convictions he remarked on 16 December that New Zealand would consider repatriating the agents provided they continue to serve their prison sentences. Negotiations between New Zealand and France, which had begun on 23 September 1985, continued intermittently until 19 May 1986 when New Zealand suspended them in

* The Rainbow Warrior was the first ship of Greenpeace. It was sunk in 1985 by agents of the French intelligence service (DGSE).

protest at continued economic sanctions by France. Early in 1986 France began impeding New Zealand imports. New Zealand formally complained to France on 26 February 1986, and on 4 April the European Community Trade Commissioner upheld the complaint. France did not admit to imposing the trade barriers until 22 April.

Other European states were concerned to see the dispute resolved. The European Parliament condemned secret service activity against the Rainbow Warrior and demanded a full explanation from France. During a visit to Europe in June 1986 Lange indicated that various governments had impressed upon him the need for an early resolution on the dispute.

France and New Zealand announced on 19 July that they had agreed to refer all the matters without precondition to arbitration by the UN Secretary-General. The ruling was completed on 6 July 1986 and signed on 9 July. It required France to apologise and pay a fixed sum to New Zealand; required New Zealand to transfer Mafart and Prieur into French custody; and enjoined France not to impede New Zealand exports to the European Community. The terms were carried out on 22-23 July 1986, and France subsequently abided by the ruling on New Zealand exports.

(from 'Legal Aspects of the Rainbow Warrior Affair' by Michael Pugh,
in *International and Comparative Law Quarterly*)

Exercises

I. Choose the correct answer, A, B or C, so as to form a correct statement. Only one answer is correct:

1. The New Zealand Police couldn't arrest all the DGSE agents because:
 - a. they had false names.
 - b. French nationals couldn't be extradited by the government of their own country.
 - c. they had lost their passports.
2. The French government started an investigation to:
 - a. see if any officials were involved in that affair.
 - b. find the missing agents.
 - c. find out what their mission was.
3. On 6 September New Zealand informed France that:
 - a. it intended to ask for compensation from France.
 - b. it would agree to repatriate the agents if they served their prison sentence in France.
 - c. it agreed to France's interference.
4. The European Parliament was dissatisfied because:
 - a. they demanded an explanation from New Zealand.
 - b. the two states couldn't resolve the matter.
 - c. they were against the activity of the secret agents.

II. Match the words with their definitions:

- | | |
|----------------|-----------------------------------------------------------------------------------------|
| 1. duly (adj) | a. put something forward as the basis of a case in a court of law on behalf of somebody |
| 2. warrant (n) | b. send back an accused person from law court into custody |

- | | |
|------------------|-------------------------------------------------------------|
| 3. urge (v) | c. arrest |
| 4. remand (v) | d. try too earnestly or persistently to persuade |
| 5. plead (v) | e. in a due, correct or proper manner |
| 6. term(n) | f. a written order giving authority to do something |
| 7. apprehend (v) | g. period of time for which somebody is sentenced to prison |
| 8. ruling (v) | h. hinder or obstruct the progress or movement of something |
| 9. impede (v) | i. decision made by a judge or by some other authority |

III. Fill in the blanks with the following prepositions: by, to, from, upon:

1. He finally decided to abide the referee's decision.
2. His words impressed my memory.
3. Due to his heart condition he was exempted military service.
4. What I have to say refers all of you.

IV. After reading the definitions of the words given below choose the word that best fits the context so as to make correct and meaningful sentences:

manslaughter = crime of killing a person unlawfully but not intentionally

homicide = crime of killing one person by another

murder = unlawful killing of a human being, intentionally

1. In Agatha Christie's novels many are solved by detective Poirot.
2. Tom is a policeman and works with the department.
3. The driver of the car who produced the accident was accused of because the woman had crossed the street right in front of his car.

V. Read the text below and choose the best word A, B, C or D that fits each space.

FOR A SNEEZE-FREE FUTURE TAKE A KITTEN

Childhood allergies are on the (1), but research suggests raising children in a house with pets may be a good way to keep kids (2) In a study following 474 children from birth to age six or seven, allergist Dennis Ownby, of the Medical College of Georgia, (3) that those who had been exposed (4) two or more household cats and dogs since birth were less (5) to react to allergens than those born (6) animal-free homes. Early exposure to the bacteria (7) on pets may encourage the proper functioning of the immune system. Pets are not a (8) for all kids. If the child has developed a (9), introducing a dog or cat into the home will likely make it worse.

- | | | | |
|---------------|------------|---------------|--------------|
| 1. A rise | B grow | C verge | D fall |
| 2. A glad | B healthy | C still | D busy |
| 3. A came | B revealed | C found | D looked |
| 4. A of | B for | C to | D from |
| 5. A similar | B common | C likely | D supposed |
| 6. A into | B out of | C from | D on |
| 7. A found | B carried | C identified | D discovered |
| 8. A friend | B solution | C scheme | D toy |
| 9. A likeness | B plot | C sensitivity | D dislike |

B. Grammar

Past Simple and Past Continuous (Revision)

Take a look at the following sentences taken from the text on the Rainbow Warrior affair:

‘New Zealand formally *complained* to France on 26 February 1986.’

‘The European Parliament *condemned* secret service activity against the Rainbow Warrior.’

The verbs are in the *Past Simple*.

Past Tense Simple

I. Form

There are two types of verbs:

1. *Regular verbs*, which form the past tense by adding the ending *-ed* to the infinitive form
e.g. *work – worked; dance – danced; ask – asked*

2. *Irregular verbs*, which have different forms. The past tense form is the second form in the list of irregular verbs (see annex A). In fact, the three forms given for irregular verbs are: the infinitive, the past tense and the past participle, used to build the past perfect.

The past simple is the same for all persons.

Affirmative: I/you/he/she/it/we/they asked.

Interrogative: did + the infinitive of the verb to be conjugated

e.g. *Did you go to the supermarket yesterday?*

Negative: did not (didn't) + the infinitive of the verb to be conjugated

e.g. *I didn't go to the market yesterday.*

Spelling changes:

a) When the verb ends in ‘-y’ preceded by a vowel, the ‘-y’ remains unchanged

e.g. *play – played; stay – stayed*

b) When the verb ends in ‘-y’ preceded by a consonant, the ‘-y’ changes into ‘-i’: ‘-ied’

e.g. *try – tried; cry – cried*

c) When the verb is monosyllabic, has a short vowel and ends in a consonant, the consonant will be doubled so as not to change the pronunciation of the verb (the quality of the vowel will remain unchanged)

e.g. *tap – tapped; clap – clapped*

d) When the verb ends in ‘-l’, the ‘-l’ is doubled in British English (BrE) and it is not doubled in American English (AmE)

e.g. *travel – travelled (BrE) and traveled (AmE)*

Pronunciation of the ending ‘-ed’:

a. [t] when the ending ‘-ed’ is preceded by the following sounds: [k], [f], [ʃ], [tʃ], [p], [s]

e.g. *asked, washed, passed*

b. [d] when the ending ‘-ed’ is preceded by the following sounds: [g], [v], [b], [dʒ], [l], [m], [n], [r]

e.g. *arrive – arrived; travel – travelled*

d. [ɪd] when the ending ‘-ed’ is preceded by [t]

e.g. *want – wanted*

II. Use

The simple past tense refers to an action that began and ended in the past, having no relation to the present.

It can refer to a particular moment in the past, marked by time expressions: *last night/week/month/year, yesterday, etc.*

- e.g. 'France did not admit to imposing the trade barriers until *22 April*.'
We went on a trip *last Saturday*.

The moment in the past is not always mentioned, but we can clearly understand from the context that the action took place in the past and is ended

- e.g. He *entered* the room, *switched on* the TV and *watched* a film all evening.

The simple past can refer to a past habit

- e.g. He *drank* a cup of tea every morning.

Exercises

I. Complete the spaces with your own words so as to make meaningful sentences:

1. When I was in high school I
2. The questions were easy. I hope you
3. The team lost the match because Tom
4. John was a very unhappy child because
5. I didn't sleep very well last night because
6. David had an accident last year when he
7. The test was quite easy. I hope you
8. When Rosie got home her flat was a mess. She realized that
9. Last night there was a terrible storm. The wind was so strong that
10. She liked travelling. She

Past Tense Continuous

I. Form

The Past tense continuous is formed from the past tense of the verb 'be' (was/were) + the -ing form of the verb:

- e.g. I *was writing* a letter to my brother.

There are certain verbs that cannot be used in the past tense continuous. They are the same as those that cannot be used in the present tense continuous (stative verbs). See Unit 1 for more information.

II. Use

We use the Past Tense Continuous to:

- refer to an action that took place at a certain moment in the past
e.g. 'What *were you doing* last night at 10 o'clock?' 'I *was having* dinner at a restaurant.'
- describe the background of a story narrated in the past tense
e.g. It *was raining* heavily. I ran to the shelter of a shop entrance to wait for the rain to stop.

We often use the past tense simple and continuous together to express simultaneous actions. In this case a shorter action expressed with the past tense simple interrupts the longer action expressed with the past tense continuous.

e.g. I *was watching* a thriller when the lights *went out*.

Exercises

II. Use either the simple past tense or the past tense continuous in the following sentences:

1. When I (drop) my cup, the coffee (spill) on my lap.
2. When Susan (arrive), the lecture had already started and the professor (write) on the whiteboard.
3. He (be) a very polite person. Whenever a woman (enter) the room he (stand up)
4. Mr. Black (walk) when Tom's dog (attack) him.
5. The children (play) in the garden yesterday afternoon when their father (come) home.
6. I just (open) the envelope to take out the letter when the wind (blow) it away.
7. As she (climb) the ladder it (slip) and she (fall)
8. He usually carries an umbrella, but when I (see) him yesterday he (not, carry) one.
9. They (want) to go on a cruise last summer but they (can, not) make up their minds where to go so they (end up) ... staying home.
10. He (ride) his bicycle every afternoon when he (be) a child.

The Future in the Past and 'Going to' Future in the Past

Take a look at the following sentences taken from the text:

'The French Defence Minister told them that the government *would work* for their release.'

'Meanwhile New Zealand had notified France on 6 September that it *would take* legal steps to secure compensation.'

The italicized verbs are in the Future in the Past.

I. Form

The Future in the Past is formed with the help of 'would' + the short infinitive of the verb to be conjugated

e.g. He said that he *would be* back by noon.

II. Use

The Future in the Past expresses an action that took place in the past after another past action.

'Going to' Future in the Past

I. Form: was/were going to + verb in the infinitive

e.g. I *was going to tell* her how I felt but then I changed my mind.

II. Use

– it expresses the intention to do something in the future when the action took place in the past

e.g. I told my sister that I *was going to help* her with her lessons as I knew she needed help.

– it refers to actions that had already been planned before the moment in the past we speak about

e.g. I knew Mike didn't want me to come on that trip, but I *was going to*, no matter what he said.

– it is also used to talk about things which we felt were going to happen, because of the evidence we could see, hear, feel or sense

e.g. The sky was rather cloudy and I was afraid it *was going to rain* and ruin our picnic.

Exercises

III. Put the verbs in brackets in the future in the past:

1. Paul promised he (bring) the book back the following week.
2. Because Julian had made an appointment with his dentist he hoped he (have to, not) wait very long for his boss.
3. When our friends arrived we decided that we (have) lunch in the garden.
4. He was running to catch a bus because he was afraid he (be) late for school.
5. They forgot to invite Margaret to the barbecue, but they promised they (invite) ... her next time.

IV. Put the verbs in brackets in the past tense simple, past tense continuous or future in the past:

It (1) (be) obvious from the moment that she (2) (arrive) at John's party that Zoe (3) (not, want) me to sit next to her boyfriend. I (4) (tell) her that I (5) (not, mind) where I (6) (sit) and that I (7) (move) on the sofa.

V. Fill the blanks in the following sentences with either the future in the past or 'going to future in the past':

1. Last Saturday I was invited at Tom's birthday. I wanted to wear something special, so I told my friend I (buy) a new outfit for that special occasion.
2. When I met Helen she was carrying two bags that looked quite heavy. I told Helen I (help) her to carry them.
3. Yesterday it rained all day and in the evening the temperature dropped very much so we assumed it (freeze) during the night.
4. We had been driving for five hours and when I looked at the petrol gauge I realized we (run out) of petrol any minute.
5. She told them that she had made up her mind and she (run) for president.

*More exercises****Verb plus preposition***

There are verbs in English that require a certain preposition after them. They should be distinguished from phrasal verbs. In the case of phrasal verbs the preposition changes the meaning of the verb, whereas with the verbs + preposition the meaning of the verb does not change.

e.g. He enjoys *listening to* music while he studies. (verb with preposition: 'to listen to')

He *takes after* his mother, because she used to do the same thing when she was young.

(phrasal verb: 'to take after' = 'to look alike, or have the same character as sb.')

Phrasal verb: CALL

Take a look at the following definitions:

call by = visit a place or a person briefly

call for something = require, demand or need sth.

call off = cancel, abandon

call on/upon somebody to do something = a. formally invite sb. to do sth.

b. urge sb. to do sth.

call somebody up = telephone sb.

VI. Identify the phrasal verbs and the verbs with preposition given below, then make sentences with them:

1. belong to
2. to listen to
3. to put up
4. put up with

VII. Choose the correct variant, A, B or C. Only one variant is correct:

1. I'm very happy you aced the exam. This calls a celebration.
a. after b. on c. for
2. If you feel lonely just call us. We'll be very happy.
a. for b. on c. off
3. They had to call the picnic because of the storm.
a. in b. off c. after
4. He called us on his way to the gym.
a. on b. for c. by
5. She loves flowers; everybody thinks that she takes her mother, who had green fingers.
a. up b. after c. for
6. She was studying for the exam when the lights went
a. out b. in c. away
7. She told them she not be late and indeed, she came at 7 sharp.
a. will b. will have c. would
8. She is very thin. She suffers malnutrition.
a. from b. of c. for

C. Writing

Letter Writing

There are some general rules which apply to letter writing, whether we deal with informal or formal letters. When we write letters in English we have to remember that all letters are arranged according to a certain pattern.

The Address. The sender's address is written in the top right-hand corner of the letter. The address can be written in either indented or block style. Never write your name at the top of the letter.

The order of the address is: number of the house, name of the street, town or city, area, country. There is a comma after each line and a full stop after the last line. One can use the following abbreviations: *St.* for *Street*, *Rd.* for *Road*, *Sq.* for *Square*, *Ave.* for *Avenue*, *Pl.* for *Place*. *Drive* and *Lane* are not abbreviated.

The Date. The date is written below the address. The months that can be abbreviated are: *Jan.*, *Feb.*, *Aug.*, *Sept.*, *Oct.*, *Nov.*, *Dec.* The abbreviations used for days are: 1st, 2nd, 3rd, etc. The numbers of the days may be placed either before or after the name of the month, e.g. *Sept. 25th* or *25th Sept.*

The Margin. There has to be a clear margin on both sides of the letter. This margin has to be equal on both sides so that the letter appears in the middle of the page.

The Body. It represents the letter itself. The paragraphs can be indented or written in the block style.

The Subscription. It represents the words with which we end the letter. It usually begins with the word *Yours* written with capital *Y*.

The Signature. The signature should come under the subscription.

The Postscript. If you remember that you want to add a few lines after you have finished the letter, you may use a postscript, which must be headed with the letters *P.S.*

Informal (Personal) Letters

Whenever you write to a friend try to be natural.

The Salutation. The letter should begin with *Dear* + *the name of your friend*, e.g. *Dear Michael*, *Dear Susan*. When you write to a relative you may begin the letter with *Dear Aunt Edwina* or *Dear Uncle Joe*, etc. The name is always followed by a comma.

The Body. The body has three parts: *Introduction*, *Purpose* and *Conclusion*.

Introduction. It shows what has prompted you to write the letter. You can either refer to a previous letter or to an event that made you write the letter. Here are some usual expressions and phrases:

Thank you/Many thanks for your letter.

It was good to hear from you.

I was very sorry to hear...

It was such a disappointment to hear...

You'll be glad to hear that...

Notice that you can use contracted forms.

Purpose. It is the most important part of the letter, because it explains why you are writing the letter. You have to be very careful to render in words your thoughts and intentions. You should also try to include personal details so as to make the letter more attractive.

Conclusion. A letter is usually ended with a polite wish:

e.g. *I look forward to hearing from you.*

Please give my love/regards/best wishes to ...

I do hope that you ...

The Subscription. The words used depend on how well you know the person you are writing to. If you are writing to a very good friend you may use: *Yours affectionately; Love*. If you are not very close friends you may use: *Yours sincerely/Yours very sincerely*, followed by a comma.

The signature. The way you sign your letter depends on the relationship between you and the person you are writing to. Therefore, you may use your full name, your Christian name or a nickname.

Types of Personal Letters

One can speak about the following types of personal letters: *letter of apology, accepting/rejecting an invitation, request, congratulation/good luck/thank you, news and information, etc.*

Here is an example of personal letter. The paragraphs are indented.

31 Church Rd,
Lancaster,
Lancashire,
22nd May 2007.

Dear Mary,

It was nice to hear the good news. I'm happy to hear that John proposed to you while you were in Spain. You're not going to believe what's happened to me these days. As I've lived one of the most disappointing experiences, I feel like sharing it with you.

Two weeks ago I saw an ad for a local restaurant. It seemed very appealing so Tony and I decided to spend a nice evening there. But you shouldn't always rely on an ad, trust me! We did, and we were sorry.

First of all, the food was not as good as it had been advertised but the prices were way too high for the place and the quality of the food. The menu contained very fancy dishes and we were enchanted by the names, but I can't say the same thing about the quality of the food. It had a very strange taste and I'm not sure it was very fresh.

Secondly, the service was just awful! There were two waiters in the entire restaurant, so we had to wait for fifteen minutes before someone came to take our order. The waiter said that the dishes would be ready in about ten minutes, but, in fact, we had to wait for more than an hour before he appeared with the appetizers. The waiter was not only slow, but he was also clumsy, as he spilled some sauce on Tony's trousers.

Another reason why I advise you not to go there when you come to Lancaster is the music. The band was playing very loudly and we could hardly understand each other. There was so much noise that I got dizzy.

Finally, my plate was not very clean and when I told the waiter about it, he cleaned it with the napkin.

The nice thing about it was that I was with Tony and we feel so good when we are together, so, after all, I must say it was not a spoiled evening.

But enough about me. I'd like to know what you've been doing since you returned.

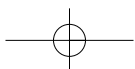
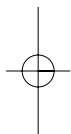
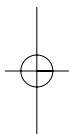
I'm looking forward to hearing more details about your engagement and also your wedding plans.

Love,
Susan

Practice

Write personal letters of about 120 words on one of the following tasks. Do not count the address in the number of words:

1. You had arranged to meet your friend Alex next month at Montana hotel in Sinaia. Unfortunately, you have received a very important project and you can no longer go. Write a letter of apology of about 120 words excusing yourself and asking your friend to meet another day.
2. You have been invited to a party. Write a letter of about 100 words thanking for the invitation and accepting it.
3. Write a letter congratulating your friend who has just won a scholarship abroad and requesting information about the university and his stay there.
4. Write a letter to a friend, suggesting your spending the summer holidays together, abroad. Give details about the trip and the expenses involved.



UNIT 3

Getting a Job

A. Reading and vocabulary

Read this text unravelling the secrets of getting employed:

Do soon-to-be graduates really need to start looking for a job before they graduate? The advice from the experts is yes, especially if they want to ensure a good job in their chosen field, because today's economy is making the job search a little tougher.

Tony Lee, editor in chief of CareerJournal.com, the Wall Street Journal's executive career site, says there's room for optimism. 'It's clear that the job market is improving after a very spotty year, which is great news for people who decide to look for new employment,' Tony says. 'Hiring activity for some of the 8.7 million unemployed people in this country will be boosted'. However, unemployment figures released in December by the Bureau of Labour Statistics of the US Department of Labour were only slightly encouraging. The unemployment rate, at 5.7 percent, was continuing its downward trend. What the unemployment statistics didn't show were the additional 1.1 million Americans who are not in the workforce because of school or family responsibilities or the 433,000 Americans who have stopped applying for jobs because they believe there are no jobs for them.

John Petrik, dean of Career Services for Young Graduates, agrees that the improved economy is a good sign, but he's still cautious about employment opportunities for graduates. 'The job market is lagging. It is harder now to break into the job market, but I think it will come back'.

He advises college students to start thinking about their career options during the last six months of their last year in school, but to aggressively pursue a job during the last 15 weeks. This way, by the time other students get back from their holiday, the successful graduate will have gathered information about the appropriate companies and will have attended several employer job fairs. 'It takes a little more creativity and research and persistence to start a job then it did in years past,' he says. 'You should start doing your research at least six months before graduating. I know it's a tough time because you're doing projects and papers. But the longer you wait, the colder you get. Some students say, <I want to wait until the market is better or after I get back from my cruise to Hawaii,> but that's not a good idea. You need to show you're fresh in your field'.

Matt Giles, who wrote the Young Adult's Guide to a Business Career, had his dream job lined up before he graduated with a bachelor's degree in finance from the University of Southern Indiana. More than a year later, he still gets e-mails from classmates who have been waiting for the employment market to improve so they can jump ship and who are still trying to break into their chosen fields. He, in the meantime, has been promoted to a better position.

Matt, who is a living example of how to best use your time in college, wrote his how-to book while a senior in college. By that time he had already had two business internships. What Matt did was to call a company he was interested in and ask to talk to someone who had the type of job he was interested in doing some day. "I'd say, 'I have a year and a half before graduation, and I'm thinking about what I want to do'". He'd then ask them if he could come in and talk to them about their position. "No one said, 'No,'" he says. Once he got in the door, Matt didn't care what their answers were. He'd tell them he thought that position sounded interesting and asked whether their company had any internships or co-op programs, which allow a student to attend school and be paid for working in an intern capacity. According to Matt, he now had a foot in the door and was a face they knew as opposed to just a name on a resume. That tactic earned him internships. "Real world experience is more important to future employers than your degree," Matt says. "At my interview with Old National Bank, I was sitting there and the interviewer mentioned that I was the fifteenth graduate she had interviewed and the only one who had experience with a similar company. There was no question I would get the job". He started as a registered brokerage operations specialist and has since got a promotion as an investment consultant. His tip to college students? "If you wait until you graduate to look for a job, you've waited too long".

(by Kathleen Isaacson, in *Women in Business*, at <http://gateway.proquest.com>)

Exercises

I. Choose the correct answer, a, b or c:

1. It is advisable for college seniors to look for jobs before they graduate because
 - a. they will have family responsibilities later on
 - b. it now takes more to find a good job
 - c. there are no jobs for them
2. Which is the sign of the improved job market?
 - a. There are more Americans eager to join the work force
 - b. The unemployment rate is falling
 - c. Graduates can now choose a field they like
3. According to John Petrik, in order to find a good job you need to be:
 - a. patient
 - b. fresh in your field
 - c. persistent
4. Matt succeeded in finding a good job because:
 - a. he wrote a book on the subject
 - b. he knew people from the company
 - c. he had worked in the field

II. Match the words in column A with their synonyms or definitions in column B:

Example: cautious = not taking risks, careful

A	B
spotty	new, having just come from a place
appropriate	arranged to happen or to be available
fresh	good in some parts, but not in all
lined up	suitable, correct

III. Choose the appropriate synonym for each meaning of the adjective 'tough':

strict	not easily damaged	strong	difficult	not tender
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1. They are having a *tough* race today, trying to break the record.
2. She was a *tough* manager, asking everyone to obey the rules.
3. I got sick and tired of these movies where the *tough* guy always beats up the bad guys and saves everyone.
4. She needed to buy a pair of *tough*, sensible shoes to wear at work.
5. She couldn't chew the *tough* meat.

Related Word Groups

Take a look at the following words:

WORK	He started work when he was still in college.	(job, employment)
	She wears nice clothes at work.	(place of job)
	Hard work is valued.	(effort)
	This is a nice work of art.	
	The works of a machine	(mechanism)
JOB	He took a part-time job in the summer.	(paid work)
	What's your job here?	(task)

PROFESSION – a job that needs special training

TRADE – a job that involves working with your hands

VOCATION – calling

TASK – work that somebody has to do (usually hard work)

CHORE – a task you do regularly

ASSIGNMENT – a task you are given as part of your job/studies

PROJECT – school project, research project

LABOUR – physical work: manual labour/skilled labour

IV. Now put each of the following words in its correct place in the sentences below.**Use each word only once:**

profession	vocation	work	career
job	task	chore	assignment
trade	occupation	position	employment
post			

Example: These are some people from *work*.

1. 'The deadline for your written is June, 8,' said the Professor.
2. She had on-the- training.
3. He resigned from his
4. She decided to concentrate on her, so she didn't follow him to Africa.
5. I would like to apply for the of assistant manager.
6. He is a blacksmith by
7. She has a for helping people.
8. She sent her resume to several agencies.
9. The customs officer wanted to know my

10. The policeman had to perform the unpleasant of informing the victim's family.
11. He can't wish for more; he's at the top of his
12. The child was paid for the small household

V. Complete the following sentences with the appropriate words from the box. Some changes in form may be necessary:

pursue	break into	lag	jump ship	release	room
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1. There's always for improvement in everybody's work.
2. The offer they got from the director of the rival company was so good, that they decided to
3. a new market is always difficult and risky without proper research.
4. He was so tired after the party, that he just behind his friends on the way home.
5. He did everything in his power to his final goal, that of having a career in advertising.
6. They the book on Christmas and had very good sales.

B. Grammar

Perfect Tenses

Present Perfect Simple

Take a look at the following examples taken from the text on employment opportunities for students:

'You've waited too long'.

He '...has since got a promotion as an investment consultant'.

The verbs are in the *Present Perfect Simple*.

I. Form

We form the Present Perfect Simple with the present tense of the auxiliary verb *have* + past participle of the verb (IIIrd form in the list of irregular verbs for irregular verbs, -ed form for regular verbs)

We do *not* use *be* as an auxiliary in the Present Perfect

e.g. The doctor *has not left* (not: The doctor is not left).

Remember:

The Present Perfect of *be* is *have been*; the Present Perfect of *have* is *have had*.

II. Use

Present Perfect Simple describes past events connected to the present. There is always a connection with *now*.

a. No time mentioned

It is used:

– to show that something happened (or never happened) *before now*, at an unspecified time in the past (the exact time is not important)

Getting a Job

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'...the 433,000 Americans who *have stopped* applying for jobs because they believe there are no jobs for them.'

(we do not know when they stopped applying for jobs)

e.g. She *has lost* her bag.

(we do not know when it happened)

– to explain a present situation

e.g. 'What happened to you?' 'I've *cut* my finger'.

– to talk about experiences in the past

e.g. 'Have you *read* this book?' 'Yes, I *have*.'

b. With time expressions

It is used to show a state or repeated event lasting until the present and still happening. The time expression describes how long or how often something has happened.

<i>so far</i>	repeated actions	I've flown to the US several times so far.
<i>yet</i>	'until now' only in questions and negative sentences	Have you finished writing the report yet? I haven't talked to him yet.
<i>still</i>	up to a point and continuing	She started working on that project for several hours and still hasn't finished.
<i>already</i>	something that happened sooner than expected	'When are you going to start learning for your exam?' 'I have already read all the books.'
<i>just</i>	'a short time ago'	'Where is Jane? I need to speak to her!' 'She's just left home'.
<i>ever, never</i>	when we ask or talk about our experiences in life	'Have you ever seen that movie?' 'Yes, I have'. I have never met her.
<i>frequency / adverbs (always, often)</i>		He has always loved her. (state verb) They have often met in that café. (repeated action)
<i>since, for</i>	to express a situation that began in the past and continues to the present	We use <i>for</i> when we say a <i>period of time</i> : <i>for two hours, for three weeks, for 5 years, for a long time, for ages</i> We use <i>since</i> when we refer to <i>the start of a period</i> : <i>since 5 o'clock, since Sunday, since 1990, since 10 June, since I was a child</i>

Present Perfect Simple or Past Simple?

<i>Present Perfect Simple</i>	<i>Past Simple</i>
The exact time is not important: 'He, in the meantime, <i>has been promoted</i> to a better position.' They <i>have visited</i> many countries. 'How long <i>have you known</i> her?' 'Since we were kids.'	We know when the action happened (<i>yesterday, last week, ten days ago</i> etc.): 'Matt... <i>wrote</i> his how-to book while a senior in college'. 'When <i>did</i> you first <i>meet</i> Mary?' 'When we were 5.'
For a situation which began in the past and continues to the present: I <i>have worked</i> in many places since I graduated.	For a situation in the past (the period of time is finished): I first <i>worked</i> for a publishing house. After that I <i>changed</i> my job.
Present Perfect + <i>today/this week/this morning</i> when these periods are not finished at the time of speaking: I <i>haven't talked</i> to Jane today. (I still have a chance to talk to her) ' <i>Have you had</i> a meeting this morning?' (it's still morning) Remember that Present Perfect <i>always</i> has a connection with <i>now</i> .	Past Simple + <i>today/this week/this morning</i> when these periods are finished at the time of speaking: I <i>didn't speak</i> to Jane at work today. (the work day is over) ' <i>Did you have</i> a meeting this morning?' (it's later in the day). Remember that Past Simple only tells us about <i>the past</i> .

Exercises**I. Complete the sentences with the correct verb form:**

When I turned 50, several years ago, I noticed that my body (1) (have changed/was changing/had been changed). I (2) (mustn't believe/may not believe/couldn't believe) how quickly my face was drying out. Nothing I tried (3) (seemed/was seeming/have seemed) to work. I was starting to look old. So I (4) (was beginning/began/begin) to search for a solution. I founded a nutrition company and for several years I (5) (had researched/was researching/have researched) natural products.

Present Perfect Continuous**I. Form**

We use the present perfect of the auxiliary verb *be* + present participle of the verb: *has/have* + *been* + *V-ing*

II. Use

Like the present perfect simple, it generally describes past events connected to the present. It emphasizes:

– the duration of the activity, the length of an action

e.g. 'He still gets e-mails from classmates who *have been waiting* for the employment market to improve.'

I *have been studying* for several hours. I need to take a break.

– that the action is recent. Its results can be seen in the present

e.g. I *have been painting* the room, that's why my hands are dirty.

– that the action is temporary

e.g. I *have been working* in another office for several days because mine is being repainted.

Present Perfect Simple or Continuous?

<i>Present Perfect Simple</i>	<i>Present Perfect Continuous</i>
The action is finished: I've <i>called</i> all the people on the guest list so far.	The action is still going on: I've <i>been calling</i> people all morning and I still haven't finished.
We use it to ask or to say <i>how much/many</i> or <i>how many times</i> : She <i>has read</i> 5 pages so far.	We use it to ask or to say <i>how long</i> . It is more usual with <i>how long, since and for, all day/week, lately, recently</i> : They <i>have been watching</i> TV for two hours.
With a state verb: I've <i>known</i> Joan for a long time.	
With 'always': I <i>have always lived</i> in this city.	

– sometimes there is little or no difference in meaning between the two:

e.g. I've *worked*/I've *been working* in this company for three years.

Exercises

II. John has a new secretary, Jane. It's 4 p.m. now and Jane is telling her boss what she has been doing all day. Put the verbs into the Present Perfect Simple or Continuous, as necessary:

1. I (work) all morning on the paper for the meeting tomorrow.
2. I (type) five letters, but I still have some left.
3. I (call) Dr. Brown's office twice, but I haven't been able to contact him. I'll try again later.
4. Someone (come) for the fax machine.
5. Healready(order) the materials he needs and he will fix it soon.

Past Perfect Simple

I. Form

We use the past tense of the auxiliary verb *have* + past participle of the verb (IIIrd form in the list of irregular verbs for irregular verbs, -ed form for regular verbs): *had* + *past participle*

II. Use

– to make clear that an event in the past happened before another event in the past

e.g. 'Matt... wrote his how-to book while a senior in college. By that time he *had already had* two business internships.'

(first he had the business internships, then he wrote the book)

When she arrived at the office, her boss *had* already *left*.

(the first action: 'The boss left'; the second action: 'She arrived at the office').

– if we use *before* or *after* in the sentence, we can use Past Tense instead of Past Perfect

e.g. I called her after I *talked/had talked* to Mike.

(the first action: I talked to Mike).

e.g. They *came/had come* before she left.

(the first action: They came).

Past Perfect Simple or Past Simple?

Compare:

When he *arrived* at the station, the train *had left*. (he missed it)

When I *entered* the room he *stood up, shook my hand and left*. (an action comes straight after another)

Present Perfect or Past Perfect?

Compare:

I *have* just *had* dinner.

(we use Present Perfect for an action *before now*)

I *had* just *had* dinner when they invited me over for a pizza.

(we use Past Perfect for an action *before then/a moment in the past*)

Past Perfect Continuous

I. Form

We use the past perfect of the auxiliary verb *be* + present participle of the verb: *had + been + V-ing*

II. Use

– it emphasizes the duration of an activity that was in progress before another activity/time in the past

e.g. She *had been writing* letters for two hours before he came in and told her to stop.

– it expresses an activity in progress close in time to another activity in the past

e.g. When I entered the room I felt I couldn't breathe. He *had been smoking*.

Present Perfect Continuous or Past Perfect Continuous?

Compare:

I *have been studying* French for several years.

I *had been studying* French for several years when I decided to become a translator and went to Paris.

Past Continuous or Past Perfect Continuous?

Compare:

It *was raining* so we couldn't go out.

When she woke up in the morning she looked out of the window. It *had been raining*.

Past Perfect Simple or Past Perfect Continuous?**Compare:**

He *had painted* two walls when she finally got home. (complete action)

He *had been painting* all afternoon so he was very tired. (we use the progressive to emphasize duration)

See also the example taken from the text: 'The interviewer mentioned that I was the fifteenth graduate she *had interviewed*.' (complete action)

Remember: do not use the progressive with state verbs

e.g. I *had* already *known* Julie and Andrew for several years when I saw them at John's wedding.

(not: I *had been knowing*)

Future Perfect**I. Form**

will + have + past participle of the verb (IIIrd form in the list of irregular verbs for irregular verbs, -ed form for regular verbs)

II. Use

for an activity that will be completed before an event/time in the future

e.g. 'By the time other students get back from their holiday, the successful graduate *will have gathered* information about the appropriate companies and *will have attended* several employer job fairs.'

By the time you arrive home, I *will have finished* decorating the living-room.

Jane and John met in May. In September, when they go to Mary's wedding, they *will have been* together for four months.

Present Perfect, Past Perfect or Future Perfect?**Compare:**

She *has worked* in this company for two years.

When he changed his job he *had worked* in that company for three years.

I started to work on this project at 5 o'clock. At 9 o'clock I *will have worked* on it for four hours.

Future Perfect Continuous**I. Form**

the future perfect of the auxiliary verb *be* + present participle of the verb: will + have + been + V-ing

II. Use

it emphasizes the duration of an activity that will be in progress before another time/event in the future

e.g. At 5 o'clock I *will have been reading* for three hours.

Future Continuous or Future Perfect Simple?**Compare:**

Tomorrow at 12.30 they *will be having* lunch. (a continuous action)

At 13.30 they *will have had* lunch. (the action will be finished before 13.30).

More exercises**Phrasal verb: GET**

Take a look at the following definitions:

get (sth.) across = succeed in communicating sth.

get along/on with sb. = have a friendly relationship

get at = criticize sb. repeatedly

get away = succeed in leaving a place

get away with = do sth. wrong and not be caught

get back at = revenge

get by = manage to live/do sth. with the money/things you have

get down to sth. = begin to do sth. that requires attention/effort

get in = arrive at a place

get into a fight/a habit/trouble

get off = start a journey

get out of = avoid doing sth. you have promised to do/you must do

get over = begin to feel better after an unpleasant event, overcome

get round to sth. = find the time to do sth.

get up = wake up, stand up

III. Now fill the blanks in the following sentences with phrasal verbs taken from the box. Changes in form may be necessary:

get across	get along with	get at	get away	get away with
get back at	get by	get down to	get in	get off
get out of	get over	get round to	get up	

1. He didn't want to her although she had hurt his feelings.
2. She her illness and returned to work.
3. Although I listened carefully to his speech, I didn't really his message
4. I'll be late tonight because I can't that meeting.
5. Why you always me? I'm not the only one to blame!
6. How do you your new colleagues?
7. He managed to paying only a fine for his wrongdoing.
8. She manages to on a small salary, although she supports her family.
9. After spending all morning talking on the phone she finally working on that paper.
10. She managed to from work earlier and did some shopping.

11. What time do you from work? I want to call on you.
12. I was busy all week, so I couldn't phoning him.
13. They plan to before sunrise because of the heat.
14. He was so tired after the party that he couldn't in the morning.

IV. Choose the correct variant, a, b, c or d, to complete the sentences:

1. They to their jobs and are ready to reach a compromise with their investors.
 - a) have been returning
 - b) had returned
 - c) have returned
 - d) were returning
2. In June next year they in this business for 20 years.
 - a) will be
 - b) are going to be
 - c) will have been
 - d) have been
3. She, that's why she's still gasping for breath.
 - a) has run
 - b) has been running
 - c) was running
 - d) run
4. I can't find Mary anywhere. she from her holiday yet?
 - a) didn't return
 - b) wasn't returning
 - c) hasn't returned
 - d) hasn't been returning
5. In May 2003 he in this company for 10 years.
 - a) will be working
 - b) will have been working
 - c) will work
 - d) is going to work
6. She two novels when she finally became known in America as well.
 - a) wrote
 - b) was going to write
 - c) had been writing
 - d) had written
7. They the conference carefully for several weeks.
 - a) have prepared
 - b) are preparing
 - c) are prepared
 - d) were preparing
8. They a new branch in that country when the scandal broke out.
 - a) have opened
 - b) had opened
 - c) had been opening
 - d) opened

V. Complete the sentences in the text. Use the appropriate auxiliary or modal:

He wanted to meet her so he dialled her number.

"What (1) you doing tonight?", he asked her.

"Nothing special", she answered.

"(2) you like to have dinner with me?"

"I would be delighted to see you".

Later on they (3) almost finished eating when she got up and said:

"I've got to go".

"What (4) you mean?", I asked.

"My parents (5) be very upset if I don't arrive home on time".

C. Writing

Descriptions

In examinations you may be asked to write descriptions of people, places or things. Although such assignments may appear easy at first, students find the task difficult sometimes, because there is no story and they must provide interesting details to keep the reader focused on the description.

You should use a lot of descriptive adjectives to illustrate distinctive features and avoid the use of common adjectives such as: *large, big, interesting, nice*. Instead, use words that can add a personal touch. For instance, when talking about a person's character, you should replace adjectives like *angry, happy, kind*, with words like: *bad-tempered, cheerful, sympathetic*.

This is what this student who chose to give a description of fashionable clothes wrote:

"Grandma's blouses are back in style, with those gorgeous prints and colour combinations: stripes, bubbles or flowers – the choice is totally yours. We cannot overlook the dress: it has an ultra-romantic appearance. The bags and shoes are more coloured than ever, with tons of accessories talking about the 'flower-power' era or the 'elegant urban lady'. The colour palette is fresh, sweet, romantic, sober, playful and calm. Every personality can benefit from this chromatic joy. You can wear turquoise, black and orange, apple green or raspberry red, powerful pink and delightful baby blue, brown and lilac, any shade of grey and ultramarine blue in the same season. Fashion has never been freer than it is today!"

While a narrative essay is easier to plan, since you follow a chronological order, a description is more difficult to structure. You can do that by referring constantly to a central idea and by giving interesting details. For example, if you are asked to describe a person, you should consider giving details about where you first met that person, about the person's general physical appearance, character and personal qualities and end with final comments or with revealing your feelings now about that first meeting.

Remember to include your personal impressions and reactions to make your description more interesting. This is how a student showed how she felt about her English teacher in high school:

"When I was in high school, I couldn't answer a 'yes/no question'. I always had to say: 'It depends...' My English teacher was the one who taught me I couldn't live happily without knowing how to answer such a question. He told me that if you have the courage to say a firm 'yes' or 'no', you'll have the courage to do anything. Everything".

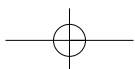
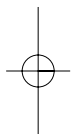
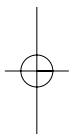
This is an example of the description of a house:

The House of My Dreams	
<i>Setting the scene location Development</i>	My dream house has to be Italian-style, and it would be absolutely marvellous if it was placed in the south of Italy or France, or perhaps on an island. I would definitely want it to be huge, but not too tall, so as not to seem old and manor-like. I would like it to have a lot of forged metal handles of incredible detail all around, and an interesting design, with rooms spread out intelligently, rather than grouped around a hallway with doors.
feelings amenities	The living room would have to be large, with a fireplace, and decorated in a detailed, yet simple way. I despise houses that seem overstocked with antiques or cut and pasted from a science-fiction movie. I would like my house to have all the modern amenities. For example, the fireplace would have to be remote-controlled. And I must have the option of playing music all over the house.
<i>details</i>	The bedrooms would have large windows, for I enjoy great views a lot, and they would have to be extremely ravishing. The walls would be sturdy, dressed in wood, but rather modern, and the carpets and chairs would have to be soft, inviting and cosy.
special attractions	The pool would have an ocean view and be crystal clear blue. It would be better if it was somewhat similar to the house design, and created like a pond, therefore not modern-like and impersonal.
<i>Conclusion</i> humorous ending	I can see and touch this house in my dreams. Oh, the parties and the afterparty recoveries I'd have in such a dream house!

Practice

Write your answers in 120-180 words in an appropriate style:

1. Describe your favourite place in the city.
2. Imagine you are in a restaurant on New Year's Eve. Describe what you see.
3. Describe the person who has had the greatest influence in your life.
4. Describe your favourite TV programme/magazine and say why you find it interesting.



UNIT 4

Promotion

A. Reading and vocabulary

Read this text:

Promotion is communication that is intended to inform, persuade, or remind an organisation's target markets of the organisation or its products. The promotion with which we are most familiar – advertising – is intended to inform, persuade, or remind us to buy particular products. But there is more to promotion than advertising, and it is used for other purposes as well. For example, charities use promotion to inform us of their need for donations, to persuade us to give, and to remind us to do so in case we have forgotten.

(1) Promotion is aimed at facilitating exchanges directly or indirectly by informing individuals, groups, or organizations and influencing them to accept a firm's products. To expedite exchanges directly, marketers convey information about a firm's goods, services, and ideas to particular market segments. To bring about exchanges indirectly, marketers address interest groups, regulatory agencies, investors, and the general public concerning a company and its products.

Marketers frequently design promotional communications, such as advertisements, for specific groups, although some may be directed at wider audiences.

(2) Marketers can use several promotional methods to communicate their message to individuals, groups, and organizations.

Advertising, personal selling, publicity, and sales promotion are four major elements in an organization's promotion mix.

Advertising is a paid, non-personal message communicated to a selected audience through a mass medium. Personal selling is personal communication aimed at informing customers and persuading them to buy a firm's products. Sales promotion is the use of activities or materials to create direct inducements to customers or sales persons. Publicity is a non-personal message delivered in news-story form through a mass medium, free of charge.

(3) Depending on its purpose and message, advertising may be classified into three groups. Selective advertising promotes specific brands of products and services. Institutional advertising is image-building advertising for a firm. And primary-demand advertising is industry (rather than brand advertising).

(4) The advertising media are the various forms of communication through which advertising reaches its audience. They include newspapers, magazines, television, radio, direct mail, and outdoor displays. The print media – which include newspapers, magazines, direct mail and

billboards – account for more than 50 per cent of advertising expenditures. The electronic media – television and radio – account for about 28 per cent.

(by William M. Pride, Robert J. Hughes, Jack R. Kapoor, in *Business*, 1991)

Exercises

I. In the text above there are four paragraphs marked (1), (2), (3) and (4). Choose a title for each paragraph from the ones given below:

- A. The Promotion Mix
- B. Advertising Media
- C. The Role of Promotion
- D. Types of Advertising by Purpose

II. Say whether the following statements are true (T) or false (F):

1. Advertising is the best known type of promotion.
2. Promotion has the role of facilitating only indirect exchanges.
3. Personal selling can be viewed as a form of communication that addresses the public at large.
4. Selective advertising is meant to sell a specific brand.
5. More money is spent on electronic media than on print media.

III. Match the words in the left column with their synonyms from the right column:

- | | |
|---------------------|-----------------------|
| 1. frequently | a. know |
| 2. make it easy | b. convince |
| 3. be familiar with | c. often |
| 4. persuade | d. facilitate |
| 5. quest | e. help |
| 6. aid | f. blinding |
| 7. clue | g. awkward; unskilful |
| 8. dazzling | h. search |
| 9. maladroitness | i. hint, lead |

IV. Fill the blanks with the words given below, so as to form meaningful sentences:

different	be able	some	magazine
can	information	organ	you
will	several	be used	story

Like a reporter, never begin with predetermined idea about the length of the Find out everything you, since you must have complete before you condense it – and news people won't later to ask you questions you never anticipated (which they). In doing so you may find that have accumulated information for not one but stories. You may find that, with a emphasis, the story you have researched may by the newspaper, the local chamber of commerce, an industry publication, and your company's own house

V. Read the text below and choose the best word, A, B, C or D that fits each space:**THE MEDAL OF HONOUR**

The Medal of Honour is the (1) military award for bravery that can be (2) to any individual in the United States.

The Medal of Honour is (3) in the name of Congress to a person who, (4) a member of the armed forces, (5) himself or herself conspicuously by gallantry and (6) at the risk of life above and (7) the call of duty while engaged in an (8) against any enemy of the United States; (9) engaged in military operations involving conflict with an opposing foreign (10); or while serving with friendly foreign forces (11) in an armed conflict against an opposing armed force in which the United States is not a (12) party.

- | | | | |
|-------------------|------------------|----------------|--------------|
| 1. A. highest | B. high | C. known | D. important |
| 2. A. taken | B. asked | C. given | D. wanted |
| 3. A. decorated | B. awarded | C. taken | D. donated |
| 4. A. whereas | B. because | C. while | D. during |
| 5. A. boasts | B. distinguishes | C. fights | D. knows |
| 6. A. intrepidity | B. fear | C. cowardice | D. interest |
| 7. A. above | B. next to | C. over | D. beyond |
| 8. A. action | B. activity | C. fight | D. issue |
| 9. A. during | B. while | C. whereas | D. however |
| 10. A. country | B. army | C. enemy | D. foe |
| 11. A. engaged | B. involved | C. got | D. implied |
| 12. A. involved | B. fighting | C. belligerent | D. important |

B. Grammar**Countable and Uncountable Nouns. Plural of Nouns**

Countable Nouns are nouns that can be counted, therefore they have both singular and plural forms.

- | | |
|--------------|---------------|
| e.g. a house | two houses |
| a school | two schools |
| a box | two boxes |
| a magazine | two magazines |

Uncountable Nouns are nouns that cannot be counted and therefore have no plural form. Most of them refer to a whole that is made up of different parts e.g. *water, sugar, wine, flour, beer, tea, knowledge, literature, music, furniture, equipment, money, sadness*, etc.

Because we cannot count them we need ways of counting them, such as measures, units, etc. For nouns that can be weighed we use: *a kilo, a pound, a gallon, a glass, a cup, a pint, a packet*, etc. (e.g. *a kilo of flour/sugar/milk/water; a glass of wine, a pint of beer, a cup of coffee, a packet of washing powder*).

Nouns that refer to a whole that is made up of different parts receive: *a piece of, an item of, some*.

Here is a list of common uncountable nouns:

WHOLE GROUPS MADE UP OF SIMILAR ITEMS: baggage, clothing, equipment, food, fruit, furniture, garbage, hardware, jewelry, junk, luggage, machinery, mail, makeup, machinery money/cash/change, postage, scenery, traffic
FLUIDS: water, milk, wine, tea, beer, etc.
SOLIDS: ice, bread, butter, meat, gold, silver, glass, paper, cotton, wood, wool, etc.
GASES: air, steam, smoke, nitrogen, etc.
PARTICLES: rice, corn, dirt, dust, flour, pepper, salt, sand, sugar, etc.
ABSTRACTIONS: – beauty, confidence, education, happiness, health, hospitality, honesty, intelligence, sleep, truth, etc. – advice, information, news, evidence, proof – time, space, energy – work, homework – grammar, vocabulary
LANGUAGES: English, French, Chinese, etc.
FIELDS OF STUDY (subjects): Chemistry, Mathematics, Literature, etc.
RECREATIONAL ACTIVITIES: tennis, chess, bridge, etc.
GENERAL ACTIVITIES: driving, swimming, travelling, walking, etc.
NATURAL PHENOMENA: weather, dew, fog, hail, lightning, snow, etc.

Exercises

I. Mark the nouns in the sentences below with C for countable nouns and NC for uncountable nouns:

1. I have some cents, nickels and quarters in my pocket. In other words, I have some money in my pocket.
2. She likes to wear jewellery. She usually wears two rings, a necklace and a bangle.
3. We enjoyed our trip a lot. The scenery was great. There were beautiful mountain lakes, forests and wonderful wild flowers.
4. He has black hair and blue eyes.
5. In our country we have showers, thunderstorms, hail, thunder and lightning in summertime.
6. We are very glad that you got married and we wish you all the happiness in the world.
7. She has very good marks at English and chemistry.
8. Snakes like to bask in the sunshine.
9. We had meat, cabbage, potatoes, salad and rice for dinner.

II. Select the correct answer:

1. 'What will you have?' 'I'll have'
a. a wine b. wine
2. I've read an article about different French
a. cheese b. cheeses

3. 'We've run out of bread. Will you buy some on your way home?'
'Of course. How much bread do we need?'
'I think we need two'
a. breads b. loaves
4. In summer, when it is very hot outside, I enjoy eating, especially if it's strawberry.
a. an ice b. ice
5. It is said that is in the eyes of the beholder.
a. beauty b. the beauty

The Plural of Nouns

Regular Plurals

The plural is formed by adding the ending *-s* to the singular.

Spelling changes

1. When the noun ends in *-f* or *-fe* the plural is made by changing the *-f, -fe* into *-ves*
e.g. wife – wives; leaf – leaves; knife – knives; life – lives
Exceptions: belief – beliefs; roof – roofs; chief – chiefs; cliff – cliffs
2. a) When the noun ends in *-y* preceded by a consonant, the *-y* changes into *-i*, so the ending will be *-ies*
e.g. cry – cries; ferry – ferries
b) When the noun ends in *-y* preceded by a vowel, the ending remains unchanged
e.g. play – plays; tray – trays
3. When the noun ends in *-o*, the plural will be formed by adding *-es* to the singular form
e.g. tomato – tomatoes; potato – potatoes
There are some nouns ending in *-o* which form the plural by simply adding *-s* to the singular
e.g. auto – autos; kilo – kilos; memo – memos; piano – pianos; radio – radios; studio – studios;
video – videos; zoo – zoos

Irregular Plurals

1. There are some nouns that have irregular plurals: man – men, woman – women, foot – feet, tooth – teeth, goose – geese, mouse – mice, louse – lice, die – dice, child – children, ox – oxen
2. There are some nouns which have been borrowed from other languages and which have kept their plural form:
 - a) *-ion* → *-a*
e.g. criterion – criteria; phenomenon – phenomena; curriculum – curricula; datum – data;
medium – media; memorandum – memoranda;
 - b) *-s* → *-i*
e.g. cactus – cacti; stimulus – stimuli;
 - c) *-a* → *-ae*
e.g. formula – formulae/formulas; vertebra – vertebrae;
 - d) *-is* → *-es*
e.g. basis – bases; crisis – crises; thesis – theses;

e) *-ix* → *-ces*

e.g. appendix – appendices/appendixes; index – indices/indexes;

f) *-um* → *-a*

e.g. datum – data; medium – media.

Some nouns have only a singular form: *deer, aircraft, equipment, furniture, advice.*

Some nouns have only a plural form: *outskirts, surroundings, remains, troops, arms, thanks, contents, news, means, headquarters, works (factory), crossroads, series, species; names of sciences (Politics, Mathematics, Physics, Economics); names of diseases (measles).*

There are nouns whose meaning changes when they are in the plural:

custom = generally accepted and long-established way of behaving or doing things.

customs = government department that collects taxes payable to the government on goods imported from other countries.

cloth = material made by weaving cotton, wool, silk, etc.

clothes = garments

damage = loss of value, attractiveness or usefulness caused by an accident, an event, etc.

damages = money paid or claimed as compensation for damage.

people = persons

peoples = all the persons belonging to a nation

Pair Nouns

The objects formed of two parts that are the same are called pair nouns e.g. *trousers, jeans, binoculars, spectacles/glasses, pyjamas, pants, scissors, etc.*

Collective or Group Nouns

Collective nouns refer to groups of people. Here are some of the most common group nouns: *crowd, class, family, school, college, faculty, university, community, government, staff, orchestra, choir, council, audience, press, majority, minority, the BBC, etc.*

Compound Nouns

Compound nouns are nouns formed of two or more words hyphenated (linked with the help of a hyphen). The word that carries the meaning will get the plural form: *man-of-war* → *men-of-war*, *lily-of-the-valley* → *lilies-of-the-valley*. Some compound nouns are written in one word: *firefly, fireman.*

Exercises

III. Underline the plurals in the text below:

Comparative advertising is now common among manufacturers of deodorants, toothpaste, butter, tires, and automobiles. Comparisons are often based on the outcome of surveys or research studies. Though competing firms act as effective watchdogs against each other's advertising claims, and regulations on comparative advertising are stringent, a certain sophistication on the consumer's part concerning claims based on 'scientific studies' and various statistical manipulations is worth cultivating.

IV. Circle the correct answer:

1. The charity committee is formed of five (women/womans).
2. When I was at home I used to help my mother washing the (dishis/dishes).
3. Susan bought two beautiful linen (table-cloths/tables-cloth).
4. Mark always wears fashionable (cloths/clothes).
5. The storm that hit the city last night produced a lot of (damage/damages).
6. The people who were insured could ask for (damage/damages) from the insurance company.
7. When you enter a country you have to pass through (custom/customs).
8. Both of her sons are (fire-fighters/fires-fighters).
9. He attended a school for (animals trainers/animal trainers).

Expressions of Quantity

Nouns may be preceded by expressions of quantity: *some, a lot, a few, few, one, etc.* Some of them are used with countable nouns, others are used with uncountable nouns.

'A Few' and 'Few'; 'A Little' and 'Little'

A few and *few* are used with countable nouns and *a little* and *little* are used with uncountable nouns. *A few* and *a little* give a positive idea, indicating that something is present, exists, whereas *few* and *little* give a negative idea, indicating that something is largely absent. If *few* and *little* are preceded by *very*, the negative idea is stronger, the number/amount is smaller.

Compare:

'She's been in this town only for a month and she's already managed to make *a few* friends.'

'Although she's been living in this town for five years she has *few* friends.'

'We've managed to save *a little* money this month.'

'Although she has quite a good salary she spends a lot on clothes and so she always has *very little* money.'

a) Expressions of quantity that are used only with countable nouns: *one, each (every item taken individually), every (items taken altogether), both, a couple of, a few, several, many, a number of, every one, each one*. *One, each and every* are followed immediately by singular countable nouns and *one of, each of, and every one of* are followed by specific plural countable nouns.

b) Expressions of quantity that are used only with uncountable nouns: *a little, much, a great deal of*.

c) Expressions of quantity that are used with both countable and uncountable nouns: *not any/no, some, a lot of, lots of, plenty of, most, all*.

Exercises**V. Complete the sentences with: a few, (very) few, a little, (very) little:**

1. Do you have minutes? I'd like to ask you a few questions.
2. 'This stew doesn't taste too good.' 'I think it'll taste better if you add salt in it.'
3. The professor lectured very clearly. As a result, students had questions to ask.

4. Because the family is poor, the children have clothes.
5. Maria visited Rome months ago.
6. I was thirsty, so I drank water.
7. Julie has trouble adjusting to her class. She doesn't like her colleagues too much and so she has friends.
8. Mary has problems with her blood pressure so she adds salt to her food.
9. She enjoys listening to music before she goes to bed.
10. We have some free days left and we're planning to spend of them at the seaside.

VI. Some (but not all) of the following sentences contain an error. Find and correct the errors:

1. It's important for every students to attend classes.
2. Spain is one of the country I'd like to visit.
3. I gave a present to each women in the room.
4. I have read every one of these books.
5. I gave a flower to each of the woman in the room.
6. I found each of the error in this exercise.
7. The teacher gave a test paper to each student.

More exercises

Phrasal verb: BRING

bring about = cause sth. to happen

bring back = return sth.

bring down = a. bring sb. down (in football) – cause sb. to fall down by fouling him; b.

bring a plane down – land a plane

bring somebody in = arrest, bring sb. to the police station for questioning

bring somebody round = to cause to regain consciousness

bring somebody up = educate

VII. Choose one of the phrasal verbs in the box to complete the sentences:

bring about	bring back	bring down	bring in	bring round	bring up
-------------	------------	------------	----------	-------------	----------

1. He was well by his parents and paternal uncle.
2. War the spread of diseases and famine throughout the country.
3. Did they the offender? His lawyer is already here.
4. John the jacket that he borrowed from Jim yesterday.
5. The pilot managed the plane, thus avoiding a catastrophe.
6. The paramedics the girl only when they arrived at the hospital.

C. Writing

Formal Letters

Formal letters differ from informal letters in terms of content and style. The purpose of the letter and the relationship you have with the person to whom you are writing establish the degree of formality of the letter.

The Address. Write the name and the address of the person or company you are writing to in the left-hand corner of the letter, below the date. Write your address and date in the top right-hand corner of the letter. Leave an equal margin on the left and right sides.

The Salutation. Write *Dear...*, next to the left-hand margin. If you know the name of the person write it. If not, write *Dear Sir or Madam*. In both cases the salutation is followed by a comma.

The Body. The body is formed of the Introduction, the Purpose and the Conclusion. Use separate paragraphs for each component of the letter body. The paragraphs can be in indented or in block style. Use fully developed paragraphs in formal texts; remember to use topic sentences and to link the paragraphs together. Never use contracted forms in a formal letter.

The Subscription. End your letter with *Yours faithfully*, or *Yours sincerely*. If you begin your letter with *Dear Mr. ...*, you should end the letter with *Yours sincerely*. If you begin the letter with *Dear Sir or Madam*, you should end the letter with *Yours faithfully*.

Types of Formal Letters. There are several types of formal letters. The most used ones are: letter of application, of apology, of complaint, of enquiry, of opinion.

The letter of application

In the introduction you should make it clear which job you are applying for and where you have read about it. In the purpose write all the necessary details about yourself, your skills, and why you think that you are very fit for this job. It is also advisable to mention when you could be available for an interview. Remember to use a new paragraph for each main topic.

Here are some words and expressions that can be used:

I read in the newspaper/I read the ad/I am interested in the advertisement and I would like to apply for the position/post of.....

I am years of age and I have a Diploma/Degree in

I would be happy to attend an interview at any time convenient to you.

You may contact me by telephone at the above number.....

I am looking forward to hearing from you soon.

The letter of apology

Explain the reason why you are apologising and offer to make up for your mistake in some way.

Some useful words and expressions:

I am writing to apologise for.....

I would like to apologize for

The reason I missed/I couldn't come to/attend the meeting

Please accept my apologies for the trouble this mistake has caused you.

The letter of complaint

State the subject of your complaint in the first paragraph and give all the details in the next ones. Try to be clear; do not be rude. State what you expect from the company in the last paragraph.

Useful words and expressions:

I am writing to complain about/to express my strong dissatisfaction with.....

I would like to inform you that

I am very dissatisfied with/extremely disappointed about.....

I intend to take the matter further

I expect a letter of explanation

The letter of enquiry

Use the first paragraph to explain what kind of information you need.

Useful words and expressions:

I am writing to enquire about

I read your article about and I am interested in

I would be grateful if you could send me details about/forward me some information about

I would greatly appreciate an early reply.

I should very much appreciate a reply at your earliest convenience.

The letter of opinion

After introducing the topic, give details of any letter, article, book, etc. you are interested in and give your opinion.

Useful words and details:

I was interested to read the article

I was amused/ interested in/delighted/impressed/touched/moved by

I feel very strongly that

I am absolutely convinced that

Here is an example of a letter of application:

Task (from a student's book):

JOB OFFER. "English speakers wanted! Part-time staff needed to greet groups of English tourists on their arrival at the airport and provide information and assistance. Good knowledge of the city and good communication skills in English required. Experience of working with people would be an advantage. Please apply in writing to Director Reynolds, City Tourist Office."

Promotion

63

31 Church St.
Bucharest
14th July 2007

The Director
The City Tourist Office
Victoriei Ave.
Bucharest.

Dear Mr. Reynolds,

I am interested in applying for the tour operator position recently advertised in the local newspaper. The skills I have developed from my academic background and my work experience support my strong interest in public relations and tourism.

As you can see from my résumé, the internship I had with "Events" agency provided an opportunity for me to gain practical experience in the PR field: my responsibilities were to greet the special guests and the press representatives at conferences, seminars and exhibitions organized by the agency. In addition, I have worked as a part-time guide for European students groups, for the past two years, at "RoTour", in Bucharest. I have also accompanied some groups in Great Britain and managed to do quite a good job as a guide. I have always been very interested in English history and geography. I am a student at the Faculty of Communication and Public Relations in Bucharest. My knowledge of English is quite good and I have a Cambridge Certificate in Advanced English, Grade A.

As I decided to pursue a career in tourism and also to improve and keep up my English, I think that the job that you offer would be the best option. The strides your company has made in tourism marketing, namely the development of local tourism, by improving the image of Bucharest in foreign countries, has turned "City Tourist Office" into a leader in the tourist industry.

I would be happy to come to an interview at a date that is convenient to you and I hope that I will be considered fit for the job. If you want to contact me, you can reach me at the following phone number: 072x xxxxxx.

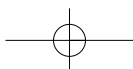
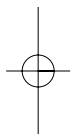
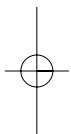
I am looking forward to hearing from you,

Yours sincerely,
Diana Popa

Practice

Write formal letters of about 150 words on the subjects given below. Do not count the address in the number of words:

1. You have flown from Bucharest to New York and when you arrive you find out that your luggage is not there. Write a letter of complaint to the Baggage Reclaim Office, asking for information about your luggage and saying that if they don't find your luggage you'll ask for financial compensation.
2. Write to an English publishing firm asking for their latest catalogue.
3. Write a letter applying for a post in a PR firm.
4. The local TV station has invited comments on one of its programmes for children from its viewers. Write a letter in reply to this request.



UNIT 5

Modern Conduct in 21st Century Europe

A. Reading and vocabulary

Read this text emphasizing the importance of respecting differences in behaviour:

Europe is growing in unison. The Euro is not the only unifying measure considered as such by the EU. Some might believe that European conduct must also be unified, some other people, such as Inger Wolf, consider the opposite. Respect for each and every one of us is one of the basic elements towards having a pleasant manner, it also implies respect for the customs and manners of all. The most important thing is to know to what extent foreign manners should be adopted. In order to be able to do this one might accept the fact that differences do exist. This may help us put ourselves into other people's shoes before taking the right decision.

Differences in behaviour are not only important for Europeans. All over the world, both minor and major differences concerning behaviour are considered to be of essential value. One small example concerning greetings by non-Europeans can be seen in Japan, where it is still customary to see the Japanese greeting each other by bowing. The inclination we see today is not as low as it used to be in Europe. However, it is based on hierarchy since a low-ranking employee will have to bow lower than his superior and not before his superior has initiated the process. This ritual is difficult for Europeans to adopt, especially when rank is not clearly defined. On the other hand, it is very difficult for a Japanese to understand why a complete stranger should greet someone by touching their hands.

Adopting the form others use to greet is a basic step forward towards improving relationships, but it is not the only one. It is, however, fundamental for the development of both national and international relationships, and, apparently, by not doing so, many misunderstandings have occurred even within Europe. If we do so, the much talked about 'multicultural society' can move on from being just a worthless concept to being a valuable term that is full of life if we are willing to make this happen.

Traditions, religious influence, morale, hierarchy, structures and the values, which are apparent in each country, lead to the manners of the nation as a whole. No one can doubt that these factors decisively condition behaviour, expectations and the feelings of the people.

In order to find differences concerning punctuality, one need not travel around the world. There are many differences within Europe itself. What we can be certain of, however, is that nobody, especially in the business world, likes to have to suffer long delays. Nevertheless, the people of countries such as Spain, Greece, Italy, Poland, Austria, Russia and France are far more inclined to put up with small delays than the people of countries like Switzerland, Finland, Great Britain, Holland, Sweden, Hungary or Germany.

It is also very important to know how to address people. In Germany, as in many other European countries, when we address someone we use Mr. or Mrs. in front of that person's surname, whereas in Spain, France and Italy one can simply address that person with the words 'Mr.' or 'Mrs.' without any surname. Some customs are beginning to disappear, but still, in Inger Wolf's opinion, it is very difficult to foresee the future of manners and, more than that, he thinks that complete and total unity in as far as customs and the ways different feelings are expressed, as well as how we show preference and dislike, can never take place. Just as each person's mentality should be acknowledged, so should the mentality of each nation. European countries are aware of the differences in conduct, as they are of the unification they wish to reinforce upon the union by adopting different customs and making one united code of conduct for all. Despite the changes that a great number of the rules of etiquette are going through, etiquette is only one small part of this new code.

(from *Differences Concerning Modern Conduct in 21st Century Europe*,
by Inger Wolf, at *IV Congreso Internacional de Protocolo*, 2001)

Exercises

I. Decide whether the following statements are true (T) or false (F):

1. All the people from the European Union countries consider that differences in conduct should disappear as Europe is growing in unison.
2. The Japanese bow lower than the Europeans used to.
3. When speaking about the manners of a nation one should have in view its traditions, religion, morale, structures and values.
4. Inger Wolf considers that it is difficult to achieve a unity of manners.

II. Match the words in column A with their synonyms in column B:

A	B
1. conduct	a. speak, talk
2. extent	b. fundamental
3. bow	c. class, place
4. rank	d. length
5. basic	e. behaviour
6. address	f. stoop

III. Match the words in column A with their antonyms in column B:

A	B
1. worthless	a. unimportant
2. pleasant	b. valuable
3. unite	c. undo
4. important	d. unpleasant
5. do	e. divide

IV. Fill in the blanks using the words given in exercises II and III:

1. The carpet was badly stained, to such an that you couldn't tell its original colours.
2. These facts are to an understanding of the case.
3. He owns one of the most collections of paintings.
4. The judge decided to release the prisoner early because of good
5. He low not to hit his head on the low beam.
6. People like her a lot, especially because of her smile.

B. Grammar

The Article (Revision)

The Indefinite Article (a, an)

Look at this sentence taken from the text:

'It is very difficult for a Japanese to understand why a complete stranger should greet someone by touching their hands.'

The italicised words are *indefinite articles*.

We use the indefinite article when:

- a. a noun is first mentioned in a story
e.g. A man in a leather jacket was running down the street.
- b. it is not clear from the context which noun we mean
e.g. Would you like to see a film tonight?
- c. the noun is in the singular
e.g. I bought a present for Mary's birthday.
- d. we want to describe or classify
e.g. This is a lovely picture.
- e. the noun expresses a job
e.g. Mary's sister is a doctor.
- f. the noun is countable
e.g. There is only a chair for so many persons!

The Definite Article

Read this sentence taken from the text:

'The inclination we see today is not as low as it used to be in Europe.'

The italicised word is a *definite article*.

We use the definite article when:

- a. the noun has already been mentioned in the context
e.g. A man in a leather jacket was running down the street. The man was followed by two policemen.
- b. the noun is unique
e.g. The moon was reflected in the lake.
The measures taken by the government made them rather unpopular.

c. the noun is countable (singular or plural) or uncountable

e.g. *The* boy was crying because he couldn't find his favourite toy.

The men were cheering.

Watch out! *The* steps are slippery!

The coffee tastes very good.

d. we refer to a certain, specific noun

e.g. She will never forget *the* dinner when he proposed to her.

e. we refer to a musical instrument, means of transport, or with the nouns: *countryside, sea-side, cinema, theatre and radio*

e.g. She cannot play *the* guitar, but she plays *the* piano quite well.

f. the noun is preceded by a preposition

e.g. The children were playing in *the* park.

There are some nouns that can be used both with and without the definite article, depending on the context. These nouns are: *school, church, university, class, college, prison, jail, hospital, market, town, home, work, bed, sea*.

Without 'the'	With 'the'
When we talk about the primary purpose of the building or thing:	When we mean a specific building or thing:
<i>school</i> : He goes to school on foot.	<i>school</i> : I went to the school for a meeting.
<i>church</i> : Helen goes to church every Sunday.	<i>church</i> : They took pictures of the church.
<i>university/college</i> : Helen is 22 and she studies at university.	<i>university/college</i> : The university very old.
<i>class</i> : We do a lot of work in class.	<i>class</i> : The class was ready for inspection.
<i>prison/jail</i> : He went to prison for murder.	<i>prison/jail</i> : She went to the prison to visit her husband.
<i>hospital</i> : He is in hospital because he has broken his ankle.	<i>hospital</i> : His friends went to the hospital to see him.
<i>market</i> : The woman took her cow to market.	<i>market</i> : The tourists visited the market.
<i>town</i> : They went to town to see a doctor.	<i>town</i> : The town is at half an hour's drive.
<i>home</i> : He was at home when I called.	
<i>work</i> : He is at work from 9 to 5.	<i>work</i> : It was the work of a great artist.
<i>bed</i> : She went to bed early.	<i>bed</i> : He was sitting on the bed.
<i>sea</i> : They've been at sea for four months.	<i>sea</i> : They bought a cabin by the sea.

Exercises

1. Fill the blanks with the definite article (the), indefinite article (a, an) or zero article (-):

Example: How would you like to pay, by - check or - cash?

1. My neighbour is hair stylist: let's ask him for advice about your hair.
2. We had soup, fish and chips for lunch.
3. That travel agent gave us all information we need about hotels in this resort.
4. Mary was very tired, so she went to bed quite early.

5. person who suffers from claustrophobia has dread of being confined in small spaces.
6. Do you take sugar and milk in your coffee?
7. I'd love to go to university to listen to lecture given by professor Smith, but I have meeting tonight.
8. We went to hospital to visit Michael who was operated yesterday.
9. He got good job. He told me they promised him hundred week.
10. On Sundays I love to stay in bed, drink cup of coffee and read Sunday papers.

II. Identify and correct the mistakes in the sentences below:

1. Helen is vegetarian, she doesn't eat a meat.
2. She went to the supermarket to buy a sugar, an loaf of bread and some coffee.
3. I have some money left: let's have the dinner in a restaurant.
4. Mike wants to become doctor.
5. Breakfast I ate this morning was delicious.

III. Fill the blank spaces with the necessary article:

- a. After (1) awful accident he had (2) last month, he spent (3) month in (4) hospital. He had (5) room which had (6) visitor's bed in it, so his wife was able to spend (7) lot of (8) time with him at (9) hospital.
- b. We don't go to (1) cinema as often as we used to, because (2) most of (3) films that are made these days are so poor that they are not worth (4) price of (5) ticket, never mind (6) trouble of getting there.

Zero Article Compared to the Definite Article

<i>Zero Article</i>	<i>Definite Article</i>
<i>a. the meals of the day</i> We usually have breakfast at nine.	<i>a. only if we refer to a certain meal</i> The breakfast we had yesterday was delicious.
<i>b. the days of the week</i> We'll meet next Monday.	<i>b. only if we refer to a certain day</i> The storm was on the Saturday when we went to the concert.
<i>c. months, seasons, years</i> I was born in 1972. Spring is my favorite season.	<i>c. same as above, and also if we mention the year</i> I was born in the year 1972. We met in the summer of 1995.
<i>d. special times of the year</i> All the family gather at our parents' house at Christmas.	<i>d. same as above</i> The Christmas that we spent in the mountains is unforgettable.
<i>e. parts of the day and night</i> He enjoys driving at night.	<i>e. when preceded by the prepositions 'in' and 'during'</i> They heard a scream in the night.
<i>f. means of transport when preceded by the preposition 'by'</i> We go to the park by car.	<i>f. when preceded by the prepositions 'on' and 'in'</i> There was a pickpocket in the bus.
<i>g. continents, countries, islands, states and counties</i> Romania is in Europe.	<i>g. with plural names. We also have: 'the Yemen', 'the Sudan', 'the Gambia'</i> He has never been to the United States of America.
<i>h. regions ending with the name of the region</i> France is in western Europe.	<i>h. most other regions</i> He is from the Highlands.
<i>i. hills and mountains</i> Mount Etna	<i>i. chains of mountains</i> The Carpathians
<i>j. lakes</i> Lake Michigan	<i>j. rivers, seas, oceans, canals, channels</i> the Thames, the Black Sea, the Atlantic Ocean, the English Channel, the Panama Canal
<i>k. cities, towns, suburbs and villages</i> London, New York, central London	<i>k. exceptions: 'the Hague', 'the Bronx'</i>
<i>l. bridges (most of them)</i> Tower Bridge	<i>l. exceptions: the Golden Gate Bridge</i>
<i>m. stations, airports, palaces, hotels, religious and educational buildings</i> Victoria Station, Heathrow Airport, St. Mary's Church, York University	<i>m. stations, airports, palaces, hotels, religious and educational buildings which have the preposition 'of' or an adjective in their structure</i> The University of York, the Maritime Museum
<i>n. theatres, cinemas, art galleries</i> St. Martin's Theatre	<i>n. most theatres have 'the'</i> The Globe, the Tate Gallery

Exercises

IV. Fill the blanks with the definite article (the) or zero article (-):

1. When Titanic was crossing Atlantic she struck an iceberg. captain ordered crew to help passengers into boats.
2. He is a famous swimmer. He became known when he crossed English Channel.
3. Washington D.C. is capital of United States.
4. The best time to visit Egypt is in autumn.
5. We agreed to wait for him at Victoria Station.
6. She enjoys shopping from Body Shop.
7. One of oldest theatres in London is Globe.

V. Choose the correct form:

In 1. (a/the/-) hot railway carriage there are two small girls and 2. (a/the/-) small boy in 3. (a/the) care of their aunt, and 4. (a/the/-) bachelor who is sitting as far away from them as possible. 5. (The/-) children are bored with 6..... (a/the/-) journey, and are consequently troublesome. Most of 7. (a/the/-) remarks begin with 'Why?'. 8. (A/The/-) aunt tries to interest them by telling 9..... (a/the/-) story about 10. (a/the/-) little girl who was good, and made friends with everyone on account of her goodness, and was finally saved from 11..... (a/the/-) mad bull by 12. (a/the/-) number of rescuers who admired her goodness.

The Demonstrative Pronoun

The demonstrative pronouns in English are: *this, these, that, those*.

This and *these* are used for things that are near the speaker. They can also mean 'near' in time.

This is used with a singular noun, *these* is used with plural nouns

e.g. 'This ritual is difficult for Europeans to adopt.'

This is interesting.

These are interesting stories.

We can use *this*:

- to introduce people: *This* is John.
- when we are on the phone: *This* is Jane speaking.
- to refer to an idea we are just about to mention: I don't like to say *this*, but I think he's lying. We shouldn't trust him.

That and *those* are used for things which are further away. *That* is used with a singular noun.

Those is used with a plural noun

e.g. 'When we address someone we use Mr. or Mrs. in front of *that* person's surname.'

That girl over there is beautiful. *Those* were nice days.

We use 'that':

- when we are on the phone, to ask who the person on the other end of the line is: Who's *that*?
- to refer to an idea mentioned before: 'I've aced the exam.' 'Well, *that's* a good thing to hear!'

Exercises

VI. Identify and correct the mistakes in the sentences below:

1. This are some of the books I bought.
2. You've been telling me these for a long time. I don't want to hear it any more.

3. Peter refused to go to those restaurant as he said it was very cheap.
4. I don't like to say that, but I think you're lying.

The Reflexive and the Emphatic Pronoun

The Reflexive Pronoun

I. Form

<i>Singular</i>	<i>1st person</i>	<i>2nd person</i>	<i>3rd person</i>
	myself	yourself	himself/herself/itself
<i>Plural</i>	ourselves	yourselves	themselves

II. Use

We use the reflexive pronoun when it refers to the subject

e.g. Realising that he was surrounded by the police, and there was no way to escape, he shot *himself*.

We can use the reflexive pronoun after a preposition

e.g. They were no longer children so they could look after *themselves*.

Some of the verbs that are used with reflexive pronouns are: *enjoy, behave, help, make, etc.*

e.g. I hope you enjoyed *yourself*.

Behave *yourself*!

He helped *himself* to another piece of cake.

Make *yourself* at home.

We also have: I'm afraid of thieves and I don't want to stay here by *myself*.

There are some verbs that cannot be used with a reflexive pronoun, such as: *afford, approach, complaint, feel + adjective, hurry (up), meet, rest, relax, stand up, get up, sit down, lie down*.

We do not normally use reflexive pronouns with: *wash, shave, dress, undress, change (one's clothes)*.

The Emphatic Pronoun

The emphatic pronoun has the same form with the reflexive pronoun, but the meaning is different. When we use the emphatic pronoun we stress the subject, the doer of the action.

e.g. The principal *himself* tried to persuade the parents to participate in the meeting.

I *myself* did it!

They built the house *themselves*.

Each Other; One Another

e.g. Sandra and Tess are classmates and very good friends. They helped *each other/one another* to do the project.

This means that Sandra helps Tess and Tess helps Sandra.

We can also use the possessive form: *each other's*

We wrote *each other's* phone number.

Exercises**VII. Choose the correct form of the pronoun:**

1. He cannot afford to buy a new car.
a. – b. himself
2. Maria and Tom are very good friends. They help when they have a project.
a. each others b. each other
3. She is very independent and she boasts that she can look after
a. herself b. her
4. He convinced that he was right.
a. them b. themselves
5. I'm glad you managed to come to the party and I hope you enjoy
a. your b. yourself

The Relative Pronoun

The relative pronouns are: *who*, *which* and *that*.

1. *Who* is used only for persons.

Its forms are:

Nominative	<i>who</i>
Genitive	<i>whose</i>
Dative	<i>(to) whom</i>
Accusative	<i>whom</i>

e.g. He wanted to know *who* had broken the window.
Whose car is this?

2. *Which* is used:

- a. for persons, when we want to select one of several persons
e.g. I have three brothers. *Which of them* do you want to speak with?
- b. for objects
e.g. 'Traditions, religious influence, morale, hierarchy, structures and the values, *which* are apparent in each country, lead to the manners of the nation as a whole.'
I need the book *which* is on the third shelf.

3. *That* is used both for persons and objects

e.g. He is the man *who/that* broke the world record.
This is the book *which/that* I wanted to buy.

See more on the use of relative pronouns in unit 7, which presents Relative Clauses.

Exercises**VIII. Choose the correct answer. Only one answer is correct:**

1. This is the book he pretends it's his.
a. who b. that c. whom
2. of these films would you like to see again?
a. What b. Which c. Who
3. toy is this?

- | | | |
|-------------------------------------------------------------------------|------------|----------|
| a. Whom | b. To whom | c. Whose |
| 4. do I have to address the letter? | | |
| a. To whom | b. Whom | c. Who |
| 5. The teacher wanted to know broke the window. | | |
| a. who | b. which | c. that |
| 6. I want you to know that I will always remember you did for me. | | |
| a. which | b. what | c. that |

More exercises

Phrasal verb: MAKE

make after somebody/something = chase or pursue sb.
 make away with something = make off with sth.
 make for somebody/something = move in the direction of sb./sth.
 make something of something = understand the meaning or nature of sth.
 make off = hurry or run away
 make off with something = steal sth. and hurry away with it
 make out = manage, survive
 make somebody out = understand sb.'s character
 make something out = complete/write out sth.
 make something up = form, compose or constitute sth./sb.

Exercises

IX. Fill the blanks with the appropriate particle of the phrasal verb 'make':

- How did he make while his wife was away?
- He made a check on her name.
- Mary told me that Helen had made the whole story.
- Although the policeman made the burglar, the burglar managed to make with the stolen jewels.
- What a strange person she is. I can't make her
- I cannot make anything his writing. What did he write here?

C. Writing

Reports

In a written examination you may be asked to write a *report* to your boss/teacher in order to give your assessment of a situation or an event. You will be asked to present the situation from your viewpoint, mentioning the problems you experienced and making recommendations for improvements in the future.

A report is a spoken or written account of something heard, seen, done, studied, etc.

If you write a report in English you have to take care to be very concise, practical and business-like. The sentences should be clear, factual and contain only the necessary, relevant information. The report usually has the following parts:

Heading. You can begin the report with a heading or address it to a particular person or group, department, as you do in the case of a memo.

Introduction. You introduce the topic, stating what the report is about and where you gathered your information from.

Body. Contains the report in itself. You should divide the report into paragraphs that deal with separate issues. You can give a subheading for each separate paragraph, or you can number them. This will help you include the relevant information in the appropriate paragraph. It is a good point to quote people's opinions, to show that you have thoroughly studied the topic. You can also mention negative points or report an impression.

Conclusion. The conclusion gives a summary of the matter under discussion. You can also give advice or recommendations, if you feel they are necessary.

Remember that a report is meant to organise information for the reader: you know details that the reader needs. Consequently, write an *introduction* presenting the purpose of the report and your sources, divide the information into *sections* and end with a summary of the main issues presented in the paragraphs and with a *recommendation*.

Because a report is a formal piece of writing, you will need to adjust your language accordingly. Verbs in the Passive Voice are quite frequent in reports. You should also include phrases showing your opinion (a list is given below).

Useful words and expressions:

In order to prepare this report I interviewed/visited/spoke with/studied

It appears that

The majority of the people I interviewed think/consider.....

According to (use reported speech)

Summing up/To sum up/In conclusion,

I would recommend

Expressing personal opinion

In my opinion/view/judgement/estimation

It seems/appears to me that

It is my impression/my belief that

The way I see it

My assessment is that

This is a report a student wrote when she returned from a three-week study trip in Britain:

<i>Heading</i>	TO: Chris Dellay, the Principal of the International Business College FROM: Erin Catrell, student, second year SUBJECT: study trip in Great Britain DATE: 17 th April 2006
<i>Introduction</i>	This report is intended to point out some aspects related to the study trip I took at the beginning of October.
<i>Subheadings</i> Giving information Quoting: 'said'	Background information There are many non-governmental organisations that offer students a whole range of study opportunities in colleges from Great Britain and EU countries under the Exchange Scheme. One of these is 'Open Frontiers', wishing to establish a strong and fruitful cooperation between participating colleges. Students who want to benefit from the scheme should fill out an application form, as long as they meet the selection criteria. As most of the students in the program said, the three weeks spent in Britain were very instructive. The accommodation was excellent, in the houses of English families, which gave the students the possibility of becoming acquainted with the English life-style.
Passive used	Studying Classes were held at the 'Devon Business College'. The teachers are highly professional and experienced. Students were given instant access to information through the search system of the virtual library. It was practically impossible not to be well informed or not to be able to finish a project for lack of information.
Mentioning a negative point	Problems encountered There was no special study program for foreigners. Consequently, there were not many English classes, a fact that hindered the students from getting in-depth knowledge of English culture. Another weak point of the study program was the fact that no trips were organised. The students hardly had the chance to visit Devon or other parts of the country. This observation was included in the evaluation paper given to students.
Generalising <i>Summary</i> <i>Recommendation</i> Expressing personal opinion	Conclusion On the whole, the students' assessment of the program is highly favourable. Under the Exchange Scheme students are given the opportunity of getting into contact with other learning systems, which is always beneficial. However, in my estimation, the organisations in charge of the program should give due consideration to the cultural part of the exchange scheme.

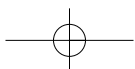
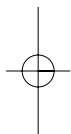
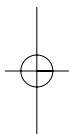
Here is another example of a report:

<i>Heading</i>	ACTIVE SPORTS CENTRE
<i>Introduction</i>	The purpose of this report is to assess the suitability of the 'Active Sports Centre' as a possible future training base for 'The Dolphins Swimming Club'.
<i>Body</i>	'Active Sports Centre' is conveniently located, next to the airport. It is easily accessible by private transportation from most parts of the city and has ample free parking. Buses run between the sports centre and the city centre every hour, from 6 am to 11 pm.
Giving information	'Active Sports Centre' offers an excellent range of facilities. The swimming pool is of Olympic size and is fully heated. It has a large spectator area and changing room with ample locker space and showers. The centre also has a large, well-equipped gym. According to some of the people who come to this centre, a bad point would be the fact that it has no cafeteria and there are no restaurants within walking distance. So, if you want to spend more hours there, you have to bring your own packed lunch.
Quoting: 'according to...'	The pool can be available for sole use by the club on weekday mornings from 7 am to 8 am or on Monday and Wednesday nights after 9 pm. There is also the possibility of booking the pool for galas on occasional Saturday evenings. The gym is available from 8 am to 10 pm everyday. The cost of hiring the pool at special club rates is \$ 200 per hour, compared to the \$ 150 currently paid by the club to the City Baths.
Negative point	
<i>Conclusion</i>	On the basis of the points mentioned above, I consider that the 'Active Sports Centre' can be used for training the members of 'The Dolphins Swimming Club'. Most important is the fact that it has an excellent 50-meter pool of the type used in top level competitions. The slight increase in the cost of hiring the pool is acceptable, in view of the fact that charges at the City Baths are due for revision in a month.
<i>Recommendation</i>	

Practice

Write your answers in 120-180 words in an appropriate style:

1. You are in charge of the faculty self-study centre which has not received appropriate funding for some time. Write a report to the college principal explaining the problems you have and giving recommendations to improve the services offered to students.
2. An international organisation is doing a project on the Romanian school system and has asked students to provide information about their courses, the distance learning system and any other particularities. Write your report.
3. You have been asked by the Administrative Director to study the situation of student accommodation in the campus: places available, the state of the dormitories, etc. Write your report.
4. Your English pen friend is doing a project on how young people spend their free time in a foreign city and he has chosen yours. Write a report giving him all the necessary information.



UNIT 6

Case Study

A. Reading and vocabulary

Read this text presenting a case study on rebranding the Hong Kong Post:

The importance of keeping staff on-board during a major identity change can never be underestimated. The Hong Kong Post Office learnt this when it went through its rebranding in 1997.

Staff morale or retention was not the main reason for making the changes. The Post Office, which was established there in 1841, had a very low labour turnover. Most staff tended to see it as a job for life, with postmen being well respected in the colony, as it was at the time.

One of the Post Office's missions was to have 'a highly motivated, satisfied and valued workforce'. But the main reason for the change was to get away from its image as being bureaucratic and to focus on customer friendliness.

Enterprise IG's Hong Kong office was appointed to come up with a new name and identity and to manage the process of change. The naming was fairly straightforward – Hong Kong Post is punchier and did away with the archaic 'office'. The rather British red and blue colours were dropped in favour of purple and green; and the old-fashioned stamp-like symbol was replaced with that of a hummingbird.

Given the amount of contact that its staff had with customers – in more than 100 branches and at every front door – internal communications of the changes should have been at the forefront of the management's mind.

And while the rebranding was deemed a success, the management admits that in retrospect more effort could have been made to get the staff on board at an earlier stage. For example, staff training in the new ways of the Post Office was not started until the new identity was unveiled. This meant that although customers could see a difference, they didn't immediately experience one.

However, much was done during the identity process to include employees. Opinions were sought from staff unions, and perhaps most importantly, staff were consulted on their new uniforms. More than 2,000 staff wore uniforms, and it was this part of the identity programme which particularly attracted their attention.

Enterprise IG's uniform designer created a new look which was intended to be professional yet practical. Staff were consulted throughout the process, trying on samples and having their recommendations taken on board. For example, the polo T-shirt was swapped for a shirt, as these were stiffer, held their shape better and had a top pocket for the message cards that the postmen carry.

Since the introduction of the new uniforms, Debora Chatwin, of Enterprise IG in Hong Kong, says that she has spotted a new, younger breed of postal employee pounding the pavement. "Believe me, you can't miss them now with their distinctive uniforms, which they clearly wear with a great deal of pride. They've got these fabulous Gortex jackets and polar vests, as it does get chilly here in the winter," she says. "Sure beats the uniforms they used to have which consisted of an itchy blue gabardine trouser made by the Correctional Services Institute! They looked like inmates!"

For the Hong Kong Post's management, the core objective was to create a customer-oriented image. However, a beneficial side effect was the improvement in morale and enhanced internal communications.

(from *Beyond Logos* by Clare Dowdy)

Exercises

I. Decide whether the following statements are true (T) or false (F):

1. The image of Hong Kong Post was changed because staff morale was low.
2. The staff were involved in the change from the very beginning.
3. Although a change in image was evident, the change in attitude came later.
4. The staff became interested in the new uniform.
5. The author believes that involving the staff in the changes is always beneficial.

II. Match the words in column A with their synonyms or definitions in column B:

A	B
morale	not high or tall
low	having a strong effect because it is clear and short
straightforward	easy to understand, not complicated
punchy	confidence, enthusiasm
to appoint	to consider
to deem	to see or notice a person or thing
to spot	to choose for a job or position
to enhance	to increase the quality or value of

Related Word Groups

Look at the definitions of several verbs describing movement:

to pound = to move with noisy steps

to creep = to move slowly, quietly and carefully, so as not to be heard

to limp = to walk slowly and with difficulty because of an injured leg

to stagger = to walk with weak, unsteady steps

to shuffle = to walk slowly without lifting your feet off the ground

III. Now put each of the following words in its correct place in the sentences below. Some changes in form may be necessary:

to creep	to limp	to pound	to shuffle	to stagger
----------	---------	----------	------------	------------

1. The old woman across the room, stopping from time to time to rest.
2. The thief in the room, hoping that no one was there.
3. He drank heavily at the pub and then home.
4. The heavy man was along the hall, making everyone look around.
5. After the race the trainer noticed that the runner was and called the doctor to look at her leg.

IV. Match the words from column A with their definitions from column B:

A	B
labour turnover	firm, difficult to bend
to swap	to give something to somebody and receive something in exchange
stiff	a person living in a prison or in a mental hospital
itchy	producing an uncomfortable feeling on your skin, making you want to scratch
inmate	to think that an amount/size is smaller than it really is
to underestimate	the rate at which employees leave a company and are replaced by other people

V. Read the text below and decide which answer, A, B, C or D best fits each space. There is an example at the beginning (0):

Example:

0. A. of B. in C. about D. for

Each year, approximately 140 American Advertising Federation affiliated colleges and universities participate in an annual 'rite of passage' for students interested (0) advertising. The National Student Advertising Competition is the most prestigious, difficult and comprehensive (1) all student advertising competitions. Winners at the 15 AAF regional competitions compete at 'Nationals' for the first place (2) (3) teams solve a case study developed by the client. The judges include (4) persons from the sponsoring company as well (5) advertising agencies and the media. They are constantly amazed (6) the quality of student presentations. Moreover, AAF-sponsoring clients (7) use the students' ideas and may even (8) some team members.

- | | | | |
|--------------------|------------------|---------------|--------------------|
| 1. A. of | B. for | C. into | D. from |
| 2. A. diploma | B. prize | C. gift | D. certificate |
| 3. A. Competitive | B. Contestant | C. Competing | D. Competitor |
| 4. A. successfully | B. distinguished | C. respectful | D. distinguishable |
| 5. A. of | B. from | C. as | D. in |
| 6. A. at | B. with | C. in | D. of |
| 7. A. currently | B. at present | C. presently | D. actually |
| 8. A. fire | B. appoint | C. discharge | D. hire |

B. Grammar

Subject – Verb Agreement

I. Subject and verb

Look at these sentences taken from the text on the Hong Kong rebranding:

‘The core *objective was* to create a customer-oriented image.’

‘*Opinions were sought* from staff unions.’

‘She *has spotted* a new, younger breed of postal employee.’

‘They’ve *got* these fabulous Gortex jackets and polar vests.’

There is agreement between the subject and the verb, which is visible when the verb is in the present simple or the auxiliary verb is *is/are, was/were, has/have*:

sg.	sg.		pl.	pl.	
The soup	<i>tastes</i>	great.	The apples	<i>taste</i>	great.
My friend	<i>is learning</i>	now.	My friends	<i>are learning</i>	now.
John	<i>was working</i>	when she came.	John and Anne	<i>were working</i>	when she came.
He	<i>has worked</i>	a lot.	We	<i>have worked</i>	a lot.

The subject can be separated from its verb by a phrase or clause, but the rule still applies:

‘The main reason	[for the change]	<i>was</i>	to get away from its image.’
sg.		sg.	
That storm	[in the city]	<i>was</i>	terrifying.
sg.		sg.	
The trees	[in that park]	<i>were</i>	old.
pl.		pl.	
My friend,	[as well as my cousins],	<i>likes</i>	swimming.
sg.		sg.	
My friends,	[as well as my cousin],	<i>like</i>	swimming.
pl.		pl.	
The girl	[that he met at the party]	<i>was</i>	nice.
sg.		sg.	
The flowers	[that he bought for her]	<i>were</i>	red.
pl.		pl.	

The gerund used as a subject takes a singular verb

e.g. Swimming *is* nice.

There + be: the subject follows *be* when *there* is used. If the subject is in the plural, the verb has a plural form as well:

There	<i>is</i>	a cat on the roof.
	sg.	sg.
There	<i>are</i>	books on the table.
	pl.	pl.

Exercises

I. Decide whether the italicized nouns in this text should have a plural form. If you think a plural form is necessary, write it on the line. If a change in form is not necessary, write OK on the line:

(1) *Esperanto* seems perfect for a modern (2) *age*, when global (3) *barrier* are being torn down by free (4) *trade*, immigration and the Internet. Three quarters of the (5) *word* are from Romance languages and the rest from Slavic, Greek and Germanic (6) *tongue*. Unlike other global (7) *language*, Esperanto puts everyone on a level playing field; native English (8) *speaker* make up only 10 percent of the world population, but they expect everybody else to be as articulate as they are. Esperanto is five (9) *time* easier to learn than English. As the language's (10) *popularity* grows, so do fears.

(adapted from *Newsweek*, August 11, 2003)

- | | |
|-----------|------------|
| (1) _____ | (6) _____ |
| (2) _____ | (7) _____ |
| (3) _____ | (8) _____ |
| (4) _____ | (9) _____ |
| (5) _____ | (10) _____ |

II. Use the correct form of the verb in brackets to fill the blanks in the text:

As family life and work hours around the world(1) (start) to look more American, eating habits are following suit. Family meals(2) (be) increasingly quaint traditions rather than daily habits.

Teenagers have cars and go to the mall with their friends, where high-fat fast food(3) (beckon). They enjoy the social environment and the chance to select their own food. The rapid spread of supermarkets(4) (change) radically the way kids(5) (eat).

(Adapted from *Newsweek*)

II. Nouns and verbs

1. Mass nouns are used with a singular verb

e.g. Gold *is* expensive.

'The naming *was* fairly straightforward.'

2. Plural and singular forms

– nouns with a plural form take a plural verb

e.g. The goods *have* already *been sent*.

– but there are nouns with a plural form which take a singular verb (such as the noun 'news' and nouns showing subjects, games, illnesses)

e.g. Physics *is* difficult.

The news *was* awful.

That series on explorers	was	interesting.
sg.	sg.	
Those series on battles	were	long.
pl.	pl.	

– there are nouns with the same form in the singular and in the plural. They are followed by singular or plural verbs, depending on the context

3. Pair and group nouns

– pair nouns have a plural form and take a plural verb

e.g. His trousers *are* too long.

– group nouns take a singular or a plural verb:

If we see the group as a whole we use a singular verb

e.g. ‘*The management admits* that in retrospect more effort could have been made.’

This government *has done* a lot for education.

If we see the group as a number of people we use a plural verb

e.g. ‘Staff *were consulted* throughout the process.’

The government *want* to change the date for the general elections.

– with group nouns we use *it* and *its* with the singular

e.g. The committee has done *its* part.

We use *they* and *their* with the plural

e.g. ‘Staff were consulted on *their* new uniforms.’

The family are packing *their* luggage. *They* are happy to go on that trip.

– the nouns ‘people’, ‘police’, ‘cattle’ have a plural meaning and take a plural verb

e.g. The police *have caught* the thief.

The people *were* very nice.

Other irregularities with nouns and verbs

1. Expressions of time, distance, money are used with a singular verb because we see them as one thing

	sg.	
[Two miles]	<i>is</i>	too far for me to travel.
[Fifty dollars]	<i>was</i>	a huge sum at that time.
[Two years]	<i>is</i>	a long time to spend abroad.

2.

Compare: English *is* easy.

English = the language

The English *are* nice people.

The English = the people from England

The same is true for: (the) French, (the) Spanish, (the) Chinese etc.

3. Compare:

A rich lady	<i>has arrived</i>	at the party.
	sg.	
The rich	<i>are involved</i>	in charity work.
	pl.	

The adjective preceded by *the* is used as a plural noun. The same is true of: *the young, the elderly, the poor* etc.

4. Arithmetic expressions take singular verbs

e.g. Two plus two *is* four.

Exercises

III. Choose the correct form to fill the blanks in the text:

A week ago (1) (the police/a police) claimed to have arrested a suspect in one of the (2) (case/cases). Given the widespread assumption that the police (3)..... (is/are) incompetent, this has not calmed fears. The Interior Ministry, meanwhile, is getting anxious. With (4) (-/no) elections on the way in December, police are keen to show they are keeping (5) (the public/the publics) safe.

IV. Use the correct form of the verb in brackets to fill the blanks in the text:

A. Statistics only (1) (hint) at the depths of the problem, since their rise often (2) (reflect) increased reporting of violence rather than an actual rise in attacks.

B. The people of Liberia (1) (plead) for outside help to stop the chaotic civil war that since June (2) (kill) over 1,000 civilians. The biggest problems (3)..... (be) money and logistics.

III. Determiners, expressions of quantity and verbs

1. all + plural noun + plural verb

All the children	were	there.
pl.	pl.	
Not all (of) my friends	have come	to the party.
pl.	pl.	

2. With expressions of quantity the agreement depends on the noun/pronoun that follows of

e.g. *some of* + sg. noun + sg. verb

Some of this report *was used* by the boss.

some of + pl. noun + pl. verb

Some of the students *have left*.

More: *A lot of* the information *was* wrong.

A lot of the pages *were missing*.

Exceptions: *one of/each of/every one of* + pl. noun + sg. verb

e.g. 'One of the Post Office's missions *was* to have a highly motivated, satisfied and valued work-force.'

One of the children *has come*.

Each of the reports *was read* carefully.

Every one of the people in the room *has voted*.

– *a number of* + pl. noun + pl. verb

('a lot of')

e.g. A number of books *were not* on the shelves.

Compare: [The number] of employees *is* twenty.

– *both* + pl. noun + pl. verb

e.g. Both speakers *have delivered* good speeches.

Both of us *were* tired.

3. *everyone, anybody* etc. have a singular form and are followed by a singular verb, but we can use *they/them/their* after them

e.g. Everyone has taken *their* books.

Each and *every* are used with a singular noun and a singular verb

e.g. Each winner *has been congratulated* on the victory.

Every person *has understood* the problem.

See also: Each student and teacher *is* invited at the party.

4. *either/neither* + sg. noun + sg. verb

e.g. Either poem *is* good.

Neither poet *is* known.

– *either of/neither of/any of* + pl. noun + sg./pl. verb

e.g. *Is* (OR *Are*) any of these books available?

Either of these plans *is* (OR *are*) good.

Neither of his books *was* (OR *were*) published.

Exercises

V. Choose the appropriate verb form:

- Someone *is/are* asking for Dr. Johnson. Can you see if he's busy?
- All students *is/are* requested to report to the front desk.
- Each report *has/have* been checked carefully.
- Some of the fabric *is/are* slightly irregular.
- Each of the books *was/were* sold to unknown collectors.
- Some of the toys *was/were* sent back because they proved to be dangerous to children.
- One of the reporters *was/were* injured during the fight between the demonstrators and the police.
- Both projects *has/have* been approved.
- Every caller *is/are* given a tax-free bonus!
- 'Which book do you prefer?' 'I don't know, either *seems/seem* good.'

More exercises

Phrasal verb: COME

Take a look at the following definitions:

come back to something = return to a subject

come down (about money, prices) = get lower

come out (of news, the truth) = become known

come round/around = become conscious again

come through (with something) = successfully do sth.

come up = happen

come up with = find or produce an idea, an answer

VI. Now fill the blanks in the following sentences with phrasal verbs taken from the box. Some changes in form may be necessary :

come back to	come down	come out	come round/around
come through	come up	come up with	

1. After a long, exhausting meeting she finally.....a brilliant idea for the project.
2. The price of oilafter a maximum was reached last week.
3. The truthwhen several more witnesses testified before the jury.
4. She managed to.....with the project after some hard work.
5. You need to come over here. Something.....!
6. She fainted and was taken to hospital, where she finally.....
7. Now that I covered these aspects, allow me towhat I said before.

C. Writing

Narration

In a written examination you may be asked to write about an event or to tell a story. It is better for you to build your narration around a main event and to use your own experience so as to make your story more interesting to the reader.

It will be easier for you to set the scene if you point out where and when the event happened and who was involved in it. Remember to tell the events in the order in which they happened. Save the most exciting part for the end, so as to keep the reader interested. You should end your story by describing the outcome of the event or why it influenced you.

Remember that we usually use Past Progressive and Past Perfect to set the background of a story. When you relate the events you should use the Past Simple. Include some time expressions (*after, before, when* etc.) to help the reader. It is always useful to employ a range of adjectives and adverbs as well to describe the actions and the feelings you had.

This is how a student chose to write about ‘The Adventure of a Lifetime’:

<i>Opening</i> Keeping the reader in suspense	I have never felt so frightened as I did in an ascent in the Rarau Mountains. I knew that mountain climbing can be dangerous but nothing could have prepared me for what was about to happen.
<i>Background</i>	I had arranged with a friend to climb to the Trei Brazi Cabin and then to Saint Stephen Monastery. But my friend had a minor car accident and did not arrive as planned. I decided to climb on my own. The sky was clear and it was very cold. I should have known better, this was a sign of incoming bad weather.
New paragraph for the main event Events in sequence Time links	I bravely started the ascent. After an hour or so, a strong wind started to blow and terrible rain clouds gathered in the sky above me. At that time I did not know what was about to be unleashed. I told myself that this would be just another autumn rain and that I would have no problem reaching the cabin. Later nature, unpredictable as it is, proved that I was wrong. Suddenly, the weather became bitterly cold and it started to rain heavily. A horrendous storm began. I had to lie on the ground, otherwise the wind would have carried me away. Just imagine yourself lying down on drenched ground, your clothes so soaked that you feel the cold in your bones. Then try to imagine the wind rumbling against the trees and you will know how I felt. I thought I would never make it alive. Nevertheless, finally the storm stopped and I, stumbling and barely moving my feet, tried to reach the cabin. After an hour or so I saw some flickering lights which became brighter as I moved towards them. I had arrived at the cabin.
<i>Ending</i> The impact on the narrator	The years have passed and what I felt that afternoon seems to gradually disappear from my memory. I have never blamed the mountain for what happened. The experience just made me more cautious. Now I know that when you try to reach higher there are moments when you have to stop and rest for a while.

Practice

Write your answers in 150-180 words in an appropriate style:

1. Write about your first day at work.
2. Write about a pleasant experience you had.
3. Write a story ending as follows: ‘I knew I had made a mistake’.

UNIT 7

PR Practitioners for the New Millennium

A. Reading and vocabulary

Read this text about PR specialists:

What are the characteristics of the highest-ranking public relations professionalism in the coming millennium? Public relations began by drawing its talents from other crafts and professions, mainly journalism but also from advertising, law, sales and politics. PR will also continue to attract recruits from other fields – and will be richer for it. It will be easier for you to learn how to become a fine PR practitioner having studied, for example, medicine, than it will be for you to become a doctor after majoring in public relations at college. If you decide to study for a bachelor's degree in public relations, or a closely related field such as journalism or communications, your second degree or course of study should be an alternative field that will enhance your career potential – for example, international affairs, business administration, political science or languages of the countries in which you are interested. Such study will give an edge to your career. There are many excellent short courses in communications technique and theory which, along with workplace learning, will build on your studies to equip you to be an excellent practitioner.

The person who aspires to reach the pinnacle in international public relations will need to be multitalented, with wide experience, educationally qualified, a skilled communicator, a thoughtful and calculating strategist, technologically proficient, multilingual, avidly interested in current affairs, knowledgeable about political affairs in many countries, respectful of a variety of customs and etiquette, and experienced in working in a number of countries with a spell in general management.

To be technologically proficient means to be computer literate, to have sufficient command of technological developments and permanently keep up with the latest developments in this field.

Proficiency in foreign languages is an advantage, but, at the same time, it is not enough. You have to be able to master a language and also know what to say. When you participate in important business negotiations the best thing is to have an interpreter if you are not very fluent in that language.

It is essential that you keep up with current affairs through regular reading and viewing a selection of media.

Along with keeping abreast with current affairs, it is important that you familiarize yourself with the political structures in all key regions. Although ruling parties and their leaders may come and go, the constitutions and political characteristics of many countries do not change.

Respect for the customs and etiquette of each distinct society, country, nation or religion is essential. Not only should the customs be learned, but they should also be practiced.

(from *How to Manage Your Global Reputation. A Guide to the Dynamics of International Relations*, by Michael Morlay)

Exercises

I. Decide whether the following statements are true (T) or false (F):

1. You can become a good PR practitioner only if you have a degree in communication.
2. Being technologically proficient means, among other things, being computer literate.
3. Always have an interpreter with you if you participate in important business negotiations.
4. If you want to be a very good PR specialist you need to be familiar with the politics and current issues in many countries.

II. Match the words from column A with their synonyms from column B:

A	B
1. degree	a. contemporary, present
2. skilled	b. increase
3. enhance	c. top
4. literate	d. experienced, trained
5. current	e. informed, educated
6. pinnacle	f. academic title

Idiomatic expressions:

give somebody the (rough) edge of one's tongue = speak to somebody angrily, rudely, critically

give an edge to something = give a boost to

keep abreast = keep informed

III. Reading practice

THE SECRETS OF AUTISM

Not long ago autism was assumed to be comparatively rare, affecting as few as one in 10,000 people. The latest studies, however, suggest that as many as one in 150 kids age 10 and younger may be affected by autism or related disorders. The problem is five times as common as the Down syndrome and three times as common as juvenile diabetes.

No wonder parents are besieging the offices of psychologists and psychiatrists in their search for remedies. No wonder school systems are adding special aides to help teachers cope. And no wonder public and private research institutions have launched collaborative initiatives aimed at deciphering the complex biology that produces such a dazzling range of disability.

In their urgent quest for answers, parents are provoking what promises to be a scientific revolution. In response to the concerns they are raising, money is finally flowing into autism research, a field that five years ago appeared to be stuck in the stagnant backwaters of neuroscience.

Autism was first described in 1943 by John Hopkins psychiatrist Leo Kanner, and again in 1944 by Austrian pediatrician Hans Asperger. Kanner applied the term to children who were

socially withdrawn and preoccupied with routine, who struggled to acquire spoken language yet often possessed intellectual gifts that ruled out the diagnosis of mental retardation. Asperger applied the term to children who were socially maladroit, developed bizarre obsessions and yet were highly verbal and seemingly quite bright. Clues that autism might be related to genes appeared both in Kanner's and Asperger's work. Researchers now believe that both Kanner and Asperger described two faces of a very complicated and variable disorder, one that has its source in a kaleidoscope of traits encoded in the human genome. The scientists have come to the conclusion that a number of up to 20 genes may be involved in autism, as it was pointed out in 'Molecular Psychiatry'.

It is not merely possible, but likely that scientists will discover multiple routes – some rare, some common; some purely genetic, some not – that lead to similar end points. A decade from now there will almost certainly be more effective forms of therapeutic intervention, even autism drugs.

(from *TIME* magazine, July 15, 2002)

Read the questions below and find the correct answer:

1. People are preoccupied with finding a cure for autism because:
 - A. the number of persons affected by it has dramatically increased.
 - B. they are interested in the study of the human genes.
 - C. schools have problems in coping with children affected by this disorder.
2. Autism was first identified by:
 - A. Asperger.
 - B. Kanner.
 - C. 'Molecular Psychiatry'.
3. It is assumed that autism affects young children due to:
 - A. the way they were treated by their families.
 - B. the fact that they develop bizarre obsessions.
 - C. its genetic roots.
4. It is believed that scientists could find a cure of autism in the next decades because:
 - A. of the study of human genes.
 - B. of non genetic studies.
 - C. of a combination of the two.

B. Grammar

Relative Clauses (Introduction)

Look at these sentences taken from the text about PR specialists:

'The person *who aspires* to reach the pinnacle in international public relations will need to be multit talented.'

'Your second degree or course of study should be an alternative field *that will enhance your career potential*.'

‘There are many excellent short courses in communications technique and theory *which [...] will build on your studies* to equip you to be an excellent practitioner.’

The italicised phrases are *Relative Clauses*.

Relative clauses are normally joined by relative pronouns which, in some cases, can be left out. Some types of relative clauses are more common in writing and in formal speech. Relative clauses can be Defining and Non-defining.

Defining Relative Clauses	Non-defining Relative Clauses
1. Give important information about the subject and therefore, cannot be left out without changing the meaning of the sentence.	1. Give supplementary information which can be left out without changing the meaning of the sentence.
William Shakespeare was the playwright <i>who wrote ‘Hamlet’</i> .	William Shakespeare, <i>who is considered Britain’s greatest playwright</i> , wrote ‘Hamlet’.
She finally managed to find the man <i>who hit her car in the parking lot</i> .	The present, <i>which was wrapped in red paper</i> , was offered to her by her friends at the surprise party.
2. We do not use commas to separate the relative clause from the rest of the sentence.	2. We use commas to separate the relative clause from the rest of the sentence.
I met Jane’s friend <i>who wants to become an architect</i> .	Nicole Kidman, <i>who is a famous actress</i> , won an Oscar.
3. We cannot omit the relative pronoun in a defining relative clause if the pronoun is also the subject of the relative clause.	3. <i>That</i> cannot be used in non-defining relative clauses. <i>Who</i> and <i>which</i> cannot be omitted.
The driver <i>who made the accident</i> was drunk. (‘who’ is the subject in the RC)	The Prime Minister, <i>who was famous for his speeches</i> , called a press conference.
	The book, <i>which was on the top shelf</i> , was a hard copy.
We can omit the relative pronoun in a defining relative clause if it is not the subject of the RC.	
The route (<i>that</i>) <i>we took</i> was shorter. (‘we’ is the subject of the RC).	

Remember!

Who, *whom* refer to people. We use *whom* in formal speech and writing, often after a preposition. *Who* is often used instead of *whom* in informal language. *Whose* means *of whom*. *Which* and *that* refer to things. *That* is less formal than *which*. *That* is also used for persons in speech and in informal writing.

Unit 15 presents Relative Clauses in detail.

Exercises

I. Column A has the first half of a sentence whereas column B contains the other half. Match the two halves so as to form meaningful sentences, linking them with relative pronouns:

A	B
1. Take the road	a. went on the tour complained about the guide.
2. The woman	b. I bought for my daughter are too short.
3. He is the man	c. is signposted to Leeds.
4. None of the people	d. sat next to me cried all the time.
5. The jeans	e. I have the greatest admiration.

II. Put commas in the following sentences where necessary. In which of the sentences can the relative pronoun be omitted?

1. A key is a device which is used for locking doors.
2. Predeal which is a mountain resort is famous for its ski slopes.
3. The house in which we lived when I was a child was damaged by the storm.
4. The woman who lives next door has three dogs.
5. Mary who was very curious kept asking questions.
6. An old man who looked very tired knocked at the door.
7. The train which leaves from platform 11 is a fast train.
8. The assistant who sold us the car was very good at his job.
9. The man we met at the party is a famous writer.
10. The information that was left out by the police proved to be essential in that case.

*More exercises***Phrasal verb: KEEP**

keep something back = prevent from moving; refuse to tell sb. sth.

keep on = continue

keep off something = not eat, drink or smoke sth., not begin

keep somebody off something = cause sb. not to approach, touch

keep to something = not wander or leave a track/path

keep somebody under = oppress

keep up = continue

keep up with something = inform oneself or learn about (news, current affairs, etc.)

III. Fill each blank with the corresponding particle of the phrasal verb 'keep':

1. I'm sure she's keeping something from us.
2. The rain kept all day.
3. They lit a fire to keep wild animals the camp.
4. If you keep this path you'll get to the chalet in about half an hour.
5. Her boss was so pleased with her project that he told her to keep the good work.

C. Writing

The Argumentative Essay

In an examination you may be asked to write an argumentative essay to discuss a particular problem. The aim of this task is to prove that you can develop good arguments and arrange ideas in logical order. In the units to follow you will take a look at various examples of argumentative essays. This unit will make a general presentation.

Here are a few tips that are useful when writing an argumentative essay:

The aim of the essay. If your aim is merely to present a viewpoint, you develop arguments for or against an idea or a fact. If your aim is to persuade, you have to argue in such a way as to convince the reader to agree with you. You can also discuss a problem without necessarily coming to a solution or by arguing in such a way as to solve it.

Defining the attitude. The meaning of the subject in an argumentative essay should be made very clear from the beginning. The difficulty that you encounter when writing an argumentative essay is not in interpreting the subject, but in finding the best way of tackling it. Therefore, before starting to write the essay, you should try to define your attitude. Do you want to present your viewpoint without taking sides or to persuade? Argumentative topics are usually provocative, so it will not be difficult to decide on the way you want to argue.

Subject-matter. It is better to use a few facts well than to use a lot without contributing to the aim of the essay. Do not give too many facts; facts should be used only to illustrate your ideas and speculations. Discriminate between facts and opinions.

Treatment. You can use either inductive or deductive arguments. In inductive arguments you start from a general statement and then present facts to prove it. In deductive arguments you infer one statement from another, starting from a general idea to get to a particular one.

In order to have a balanced essay, develop both sides of the argument. The technique that best enables you to present your own viewpoint is to consider the other side of the case first and then address objections in turn. Make sure to use transitional words that help the reader understand when you deal with another aspect of the topic.

a. Introduction. You begin with something you want to prove or to explain. The introduction should clearly show the way in which you intend to define your attitude. The whole essay will be built on the idea included in the thesis statement.

b. Development. The first one or two paragraphs should develop the other side of the case before presenting your views. The following paragraphs should add new and important elements to your argument.

c. Conclusion. In your conclusion restate your initial premise.

Devices. You can use the following devices: *contrast* (between the two sides of the case) and *illustration* (give a definite example to illustrate the abstract idea).

Style. If you want your essay to be effective, use simple, direct English and develop subjects you know well. Avoid using the first person unless you are specifically asked to give your personal opinion.

Planning. It is important to write an outline before developing the essay. This will help you build a coherent essay.

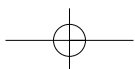
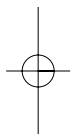
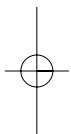
In order to help you better understand how to write an argumentative essay we have selected an essay written by one of our students:

<i>Heading</i>	A Country's Freedom Fighter Is Another Country's Terrorist <i>Introduction</i> People have always had their own agendas. Despite creating discomfort and unhappiness to others, people have always sought their own well-being. It is our nature to do so, and in harsh conditions of emotional psychological and physical stress, we become dangerously similar to savage animals.
<i>Development</i>	<p>In the light of recent terrorist events one has to stop and wonder on which side of the imaginary or real battleground people fight. The truth is no one ever fights for good, as no one fights for evil. I am using these terms in their technical, or rather biblical sense, to portray the two extremes of existence. But the truth is we never touch these extremes – for they do not exist in pure, undeniable form. Each one of us has his or her own ideas and principles of what is good and what is evil and in a place where different cultures are either forced or choose to live together, such principles are bound to be misunderstood.</p> <p>Making a list of traditional habits that are viewed as polite in some cultures and impolite in others would be pointless, as it would be far too long and the subject is known and accepted widely. But the same applies to life principles. There is no real way of explaining who is right. Political powers seeking their own interests or their country's interests are viewed well by those who benefit from it and are blamed by those who suffer from it.</p> <p>This has happened throughout history as the Roman Empire spread vastly in the name of Rome, as Napoleon conquered country after country, and as Hitler's armies destroyed lives in the name of the ideal race.</p>
<i>Conclusion</i>	It is rather strange that while most people will agree that no two people are truly identical, even in the case of identical twins, they won't accept that no two people have the same views on life. And, if the entire world can agree that murder is evil and love is good, why is it so hard to agree on everything else in-between?

Practice

Write your answers in 180-200 words in an appropriate style. Remember to include a clear thesis statement in the first paragraph:

1. Are written exams a relevant means of testing students' knowledge?
2. 'People nowadays spend too much money on entertainment.' How far do you agree with this statement?
3. 'People work harder today than in the past.' How far do you agree with this statement?



UNIT 8

The PR Campaign

A. Reading and vocabulary

Read this text:

Planning the Campaign

The first task in planning is to clarify the objectives and goals of the PR program. If you have a clear statement of objectives and goals, you will be able to evaluate the success of your campaign because you can measure how close you came to achieving them or by how much you surpassed what you expected.

A clear delineation of publics is something you should be sure of before planning your strategy. It will give you a key to the tactics you can employ to make your strategy succeed. Part of your strategy is deciding the most effective way to reach each public. What does each public need to know? Which is the best way to say it? What would be the most likely way to get that public's attention? This is where creativity makes the difference – the creative use of words or symbols, an original approach to the medium.

Choosing the Theme and Media

Deciding on the theme may come about in a number of ways – from several persons brainstorming together, from one person's idea, from the adaptation of someone else's successful idea. Whenever a team member asks: 'Could I tell you about my idea?' encourage him or her to talk. Criticism kills creativity. Stimulate people to share ideas – no matter how wild – by encouragement and enthusiasm. A good theme won't save a poorly executed campaign, and a bad idea won't be saved by a well-oiled campaign. Remember you can also pretest. Pretesting works for ideas as well as completed materials.

Your choice of media depends on the publics you want to reach, among other things. What is a unique way to reach a special public? What media have not been used before but could be? Someone, after all, was the first to use bumper stickers and skywriting.

The creative use of the media is also important. Cereal companies that began advertising in the comics might have been laughed at by those advertising in women's pages, but the comic-page advertisers knew who their real consumers were and how to reach them.

The PR person has to be careful about the complementary use of advertising and publicity. Advertising is a definite, scheduled event that appears along with whatever planned activities it is designed to promote. Publicity is an indefinite event that cannot be guaranteed to appear but will likely happen if the planned activities are newsmaking enough.

Only people with extra time to spend are exposed to mass media. The more active people are, the less time they spend with mass media. To reach the involved, you need to use specialized publications because that is where people actively seeking information on a subject go. However, if you are aiming at a low involvement, and perhaps just want exposure to an issue, then a mass medium is appropriate, especially one like television, which forces audiences to process information. Remember, though, that the public you most want to reach might not be there, and the effort or expense may be wasted.

Setting Goals and Timetables

Goal achievement estimates, like timetables, need be no more elaborate than a marked calendar, but it is imperative that the deadlines be realistic. Ask yourself: "What can be achieved within the time periods designed for my goals?" Try to finish work ahead of schedule rather than have to explain why you are behind. It is necessary to retain enough elasticity in the schedule so you can take advantage of opportunities and make changes.

Contingency Planning

Unhappy possibilities always have to be kept in the back of your mind. A PR director will get help in contingency planning from his or her staff. The staff will not only make creative suggestions and come up with good alternative proposals, but they will support the project.

Finally, remember that the director should evaluate accurately and honestly what each individual can best contribute to the project, once it is accepted by management and implementation of the campaign begins.

(from *This is PR* by Doug Newsom, Alan Scott, Judy Turk Vanslike)

Exercises

I. Look at the text and find the words which mean the same as:

- to succeed in doing something after trying hard, to accomplish (paragraph 1)
- to be better than, to do something better than somebody else (para. 1)
- a detailed description (para. 2)
- to have the intended result, not fail (para. 2)
- that works very well (para. 3)
- look for, search for (para. 7)
- correctly (para. 10)

II. Decide whether the following sentences are true (T) or false (F):

1. In order to be effective as a PR specialist, you need to know your public.
2. It is better not to consider unreasonable suggestions when designing a campaign.
3. The cereal companies advertising in comics were successful because they identified their public correctly.
4. According to the text the main difference between advertising and publicity is that advertising is highly controlled.

5. If you target businessmen with an interest in your field, you should choose television over business magazines to promote your products.

6. The text suggests that following a strict schedule is the best way to avoid unpleasant events.

Related Word Groups

Compare:

You *arrive* home, but you *arrive at* the station or *in* a city and you *arrive at* a conclusion/an agreement

You *reach* a summit (it involves effort) and you *reach* a decision/settlement

You *get to* the mall

You *achieve* an aim

You *succeed in doing* something

You *manage to do* something

III. Now put the following words in their correct place in the sentences below. You may need some words more than once. Some changes in form may be necessary:

arrive	reach	get	achieve	manage	succeed
--------	-------	-----	---------	--------	---------

Example: He finally *achieved* his aim – he broke the Olympic record.

1. The day of the race finally.....and she could prove she was indeed a champion.
2. How do Ito the stadium from here?
3. After long talks they finallyan agreement on the future development of the project.
4. They will.....in Athens after a two-hour flight.
5. They.....to deal with their problems and are ready to work as a team.
6. Has she.....in finishing the book on time?

IV. Use the word given in capitals at the end of the line to form a word which fits in the space on the same line:

Example: Public relations involves programming, <i>communication</i> and feedback from the publics affected.	COMMUNICATE
Public relations is essential in today's complex world. Its practitioners operate on two distinct levels: as advisers to their clients and as technicians performing a (1) of functions.	MULTIPLE
Today's generation has an understanding of human (2)..... far greater than ever before.	BEHAVE
Yet, ironically, (3), lack of comprehension and	UNDERSTAND
antagonism abound in the world. Our tools far surpass our (4)..... to use them. Time after time, a crisis or	ABLE
conflict is caused by (5) to communicate effectively.	FAIL

(from *Public Relations Strategy and Tactics*
by Dennis Wilcox, Philip Ault, Warren Agee)

V. Read the text below and decide which answer, A, B, C or D, best fits each space:

In a much-quoted article that has (1) the test of time, Hyman and Sheatsley codified the major reasons (2) many information campaigns fail:

I. There are large groups in the population who admit that they have (3) or no interest (4) public issues.

II. People tend to expose themselves to material that is compatible (5) their prior attitudes.

(from *Effective Public Relations* by Scott Cutlip,
Allen Center, Glenn Broom)

1. A. fought B. stood C. sat D. resisted
2. A. which B. of C. why D. for
3. A. a small B. little C. small D. a little
4. A. into B. of C. on D. in
5. A. with B. for C. in D. between

B. Grammar

Modal Verbs (I)

Look at the following sentences taken from the text on the PR campaign:

‘Deciding on the theme *may* come about in a number of ways.’

‘A clear delineation of publics is something you *should* be sure of before planning your strategy.’

‘Goal achievement estimates, like timetables, *need* be no more elaborate than a marked calendar.’

Remember:

- the modal auxiliaries in English are: *can, could, may, might, must, shall, should, ought to, had better, will, would, dare, need*;
- they add meaning to the main verbs;
- they express people’s attitudes;
- each modal has several meanings.

I. Form

Compare:

verb	modal verb
1. I <i>want to learn</i> French.	I <i>can speak</i> Japanese. ‘You <i>can</i> measure how close you came to achieving them.’

- the modals are followed immediately by the short infinitive (without *to*)
- the exception is *ought*, e.g. You *ought to be* more careful.

2. He <i>comes</i> here every week-end.	He <i>should</i> call her more often. 'The effort or expense <i>may</i> be wasted.'
-----------------------------------------	----------------------------------------------------------------------------------------

– the modals don't take a final -s when the subject is *she, he* or *it*

3. Do you <i>speak</i> to her every week-end?	Can you <i>turn down</i> the volume, please? 'What <i>can be achieved</i> within the time periods designed for my goals?'
Don't you <i>want</i> to try again?	<i>Shouldn't</i> you <i>be</i> at work?
We <i>didn't see</i> her at the party.	They <i>couldn't contact</i> their agent. 'The public you most want to reach <i>might not be</i> there.'

– we do not use auxiliaries with modals when we want to form questions or negative sentences.

Modals can be followed by progressive forms:

– present time: modal + be + V-ing

e.g. I tried to talk to Ann, but the phone is busy. She *must be talking* with her friends.

(the progressive form shows an action in progress now)

– past time: modal + have been + V-ing

e.g. When the bell rang, John didn't answer immediately and when he did, he was yawning. He *must have been sleeping*.

(the progressive form shows an action in progress at a time in the past)

Past forms of modals

For certain meanings one modal can be used as the past of another modal.

Compare:

I <i>can</i> speak French very well. (ability to do something in the present)	I <i>could</i> already speak French fluently when I was 10. (ability in the past)
----------------------------------------------------------------------------------	--------------------------------------------------------------------------------------

Sometimes we express the same meaning in the past by *modal + have + past participle*

Compare:

His eyes are red, he's sneezing and coughing. He *must be* sick.

(I'm 95% sure that he is sick).

He promised to call her after his meeting with the boss. At 8 in the evening he still hadn't called. He *must have been* busy.

(I'm 95% sure that he was busy).

See also: 'Cereal companies that began advertising in the comics *might have been laughed at*.' (past modal in the passive)

Phrasal modals are expressions which have a similar meaning to some modals and can be used instead of modals in certain tenses: *be able to* (similar to *can*), *have to* and *have got to* (similar to *must*), *be going to* (similar to *will*), *be supposed to*, *used to*

e.g. I *haven't been able to* contact all the people on the list.

(modals can not be used in perfect tenses and phrasal modals are necessary)

Note that we use an infinitive after these expressions:

'The PR person *has to be* careful about the complementary use of advertising and publicity'.

II. Meaning

1. Ability – *can, could, be able to*

Take a look at the sentences taken from the text:

‘You *can* also pretest.’

‘It is necessary to retain enough elasticity in the schedule so you *can* take advantage of opportunities and make changes.’

‘It will give you a key to the tactics you *can* employ to make your strategy succeed’.

a. *Can* is used to express:

– physical ability (and is frequently used with *see, hear, smell, feel, taste*)

e.g. I *can* jump over that poodle.

I *can* hear music.

– an acquired skill

e.g. I *can* speak French. (I know how to)

– an opportunity to do something

e.g. We *can* go out now, it has stopped raining.

– the negative of *can* is *cannot* (more formal) or *can't*

e.g. ‘Publicity is an indefinite event that *cannot* be guaranteed to appear.’

b. We can use *be able to* in the present, but it is more formal and less frequent

e.g. *Is he able to* manage that office?

We use *can* or *be able to* for the future

e.g. ‘You *will be able to* evaluate the success of your campaign.’

She *can't/won't be able to* join us for Christmas.

c. *Could* is used for ability or opportunity in the past

e.g. When she was young she *could* run a mile, but now she no longer can.

Compare:

Could is used for general ability in the past. We use *could* with verbs of senses (*see, hear, smell, feel, taste*) and verbs of thinking (*remember, understand*)

e.g. I *could understand* what she was saying, although she was whispering.

We use *was/were able to* for a particular situation, when the ability resulted in a particular action

e.g. When the firemen came they *were* finally *able to* evacuate the building.

We use either *could* or *was/were able to* in negatives and in questions

e.g. They *couldn't (weren't able to)* save everyone.

Could you (Were you able to) swim in the lake?

Sometimes *could* means ‘*would be able to...*’

e.g. I'm glad I'm not in your shoes. I *couldn't* work for 10 hours every day.

Could have (+ past participle) sometimes means ‘*would have been able to...*’

e.g. I *couldn't have finished* the project on time if she hadn't helped me.

Exercises

I. Complete the sentences with the appropriate modal or modal equivalent:

- 1) A young captain saw the Rebel artillery, but he (couldn't/cannot/needn't/shouldn't) get near his own battery to warn his soldiers.
- 2) He was too sick to be hungry, and he was thirsty in that stuffy room, but he (didn't have to/couldn't/didn't need to/cannot) rise from the floor.
- 3) "I'm sorry, but I (can't/don't have to/should/could) help you now. I'm sick with the flu and I want to go home and get some sleep".
- 4) She finally decided that she'd leave, because there was nothing she (needn't/could/will/shall not) do for him.
- 5) One out of every four cases on the police list is closed before a solution (can/should/need/must) be found.

2. Asking, giving and refusing permission

We use *can*, *could* or *may* to ask for permission

e.g. 'Could I tell you about my idea?'

Can I take this book? (informal, when we talk to people we know well)

May I open the window? (polite)

Could I try again? (polite; it doesn't have a past meaning)

Might I...? is also possible, but rarely used.

We use *can* or *may* to give permission and *can't*, *may not* to refuse permission

You <i>can</i> turn on the radio if you want.	You <i>can't</i> use the phone.
You <i>may</i> use the front door (more formal)	You <i>may not</i> smoke in here.

We can also use *be allowed to* to show a rule given by somebody else

e.g. Students *are allowed to* use the Internet in the library.

See also:

I *could* watch TV for an hour when I was a child.

(general permission in the past)

I *was allowed to* take my purse with me on the plane (not: I *could take...*)

(we use *was/were allowed to* for an action which really took place in the past)

3. Requests, offers and suggestions

We use *can* and *could* to ask somebody to do something

e.g. *Can* you help me with these bags? (informal)

Could you tell him to stop?

We can also use *will* and *would* (*can* and *could* are more usual)

e.g. *Will* you help me?

Would you open that door for me?

We use *I'll/we'll* and *I/we can* to offer to do something

e.g. Don't worry, *I'll* help you with your homework.

I *can* always call him if you like.

We can also use *Shall I/we...?* and *Can I/we...?*

e.g. *Shall* I call him for you?

Can I get you anything?

We use *shall I/we...?* to make suggestions

e.g. *Shall we go to the cinema tonight?*

You cannot use *may you...?* in requests

Note that we can use other structures as well to express these functions:

Permission: *Is it all right* if I close the door? It's cold.

Do you think you could help me?

Do you mind/Would you mind coming later? I'm busy now.

Would you mind if I *used /use* your phone? (the infinitive is informal)

Offers: *Would you like* some coffee?

Suggestions: *Let's* go out, we've worked a lot.

Why don't we all go for a walk?

How about listening to some music?

More exercises

II. Choose the correct answer, a or b, to fill the blanks in the following sentences:

1. (a. Will/b. Shall) I help you? I know you must finish the paper until Monday.
2. I (a. can/b. may) read German books now, after all the classes I attended.
3. (a. Would/b. May) you be so kind as to tell everyone I'm here?
4. (a. Will/b. Need) you write that report as soon as possible? It must be published today.
5. I (a. may /b. will) help you with those books, I really want to!
6. (a. May/b. Need) I use your book? I left mine back home.
7. If you (a. could/b. can) speak fluent Japanese, join our team. You will get the chance to meet new people and travel a lot!
8. (a. Would/b. Can) you be so kind as to give John a message? I'm in a hurry, I cannot stay any longer.
9. (a. Shall/b. Must) I help you with the project? I really don't mind, I've finished mine.
10. (a. Will/b. Shall) you come over some day to see Julie? She's 2 years old now!
11. I (a. will/b. could) be happy to accompany you to the ball.

III. Choose the correct variant, a, b, c or d:

1. Some time ago I run for ten miles, but now I'm not fit.

a) can	b) could
c) might	d) will
2. You order books on the Internet, you don't have to go to a bookstore anymore.

a) need	b) must
c) can	d) will
3. She walk alone anymore so she called her daughter to help her.

a) shouldn't	b) needn't
c) won't	d) couldn't

4. '..... we visit your aunt today?' 'Oh, yes, let's.'
 a) must b) shall
 c) will d) need
5. You take one of the pens here, look, the notice says you are allowed to.
 a) may b) need
 c) shall d) will

IV. Complete the second sentence with the appropriate modal or modal equivalent so that it has a similar meaning to the first sentence. You may need the negative form of some of the verbs:

Here's advice on how to avoid counterfeit drugs:

- 1) It is advisable to buy pills from a reputable source.
 You buy pills from a reputable source.
- 2) Remember that your pharmacist is able to give you advice.
 Remember that your pharmacist give you advice.
- 3) It is forbidden to buy medications from online stores which are not licensed.
 You buy medications from online stores which are not licensed.
- 4) The law requires you to report counterfeiting to the manufacturer.
 You report counterfeiting to the manufacturer.
- 5) If you are not careful, it is probable that you will die.
 You die if you are not careful.

V. Fill the blanks in the following sentences with words taken from the box. You may need some of them more than once and you may not use others at all:

to	at	on	over	about	of
----	----	----	------	-------	----

1. This ad is aimed a younger audience, so we need to be careful about the music we choose.
2. You needn't be upset about her choice, she just took advantage an opportunity.
3. Their well-oiled campaign really contributed the success of the project.
4. She should have been more careful the team she chose.
5. They were exposed a lot of criticism after they lost the elections.

Phrasal verb: GIVE

Take a look at the following definitions:

- give away = a. give sth. to sb. because you no longer need it/want it
 b. betray e.g. Her soft voice gives her away: she is afraid of him
- give back = return sth. to the owner
- give in = accept defeat, unwillingly agree to sb.'s demands
- give off = produce a smell/sound
- You give out information to people = you spread information
- give up = stop doing sth.

Consider the following expressions with 'give', as well: *give (sb.) a smile, give sb. a hand, give sb. a call, give a speech, give sth. a try, give sb. a hard time, not give sth. a second thought*

VI. Now fill the blanks in the following sentences with phrasal verbs taken from the box. Changes in form may be necessary:

give away	give back	give in	give off	give out	give up
-----------	-----------	---------	----------	----------	---------

1. They had an argument and he finally because he knew she was right.
2. She convinced him to the money to charity because he had not earned it honestly.
3. There was some food in the fridge a bad smell.
4. Paul handed her the letter. She read it carefully and then it to him.
5. She was not feeling well so she smoking some weeks ago.
6. They wanted to promote a new brand so they leaflets in the supermarket.

C. Writing

Outline and Organization of an Essay. For and Against Essays

Before reading the section dedicated to for and against essays, read these lines about the outline and organization of an essay:

Writing good essays depends on a number of factors, among which: having a clear outline of the topic, presenting ideas and attitudes convincingly, using strong arguments. Try to write an outline of the essay: include the thesis statement (the sentence giving the main idea of the essay), decide on the organization of the essay, sketch some ideas, arrange them in order of importance and build the conclusion.

Look at this outline checklist:

Organization

- paragraphs in the right order
- supporting points and details in the right order

Support

- each main idea related to the thesis statement
- each supporting point related to the paragraph's main idea
- each detail related to the paragraph's supporting points

Topic development

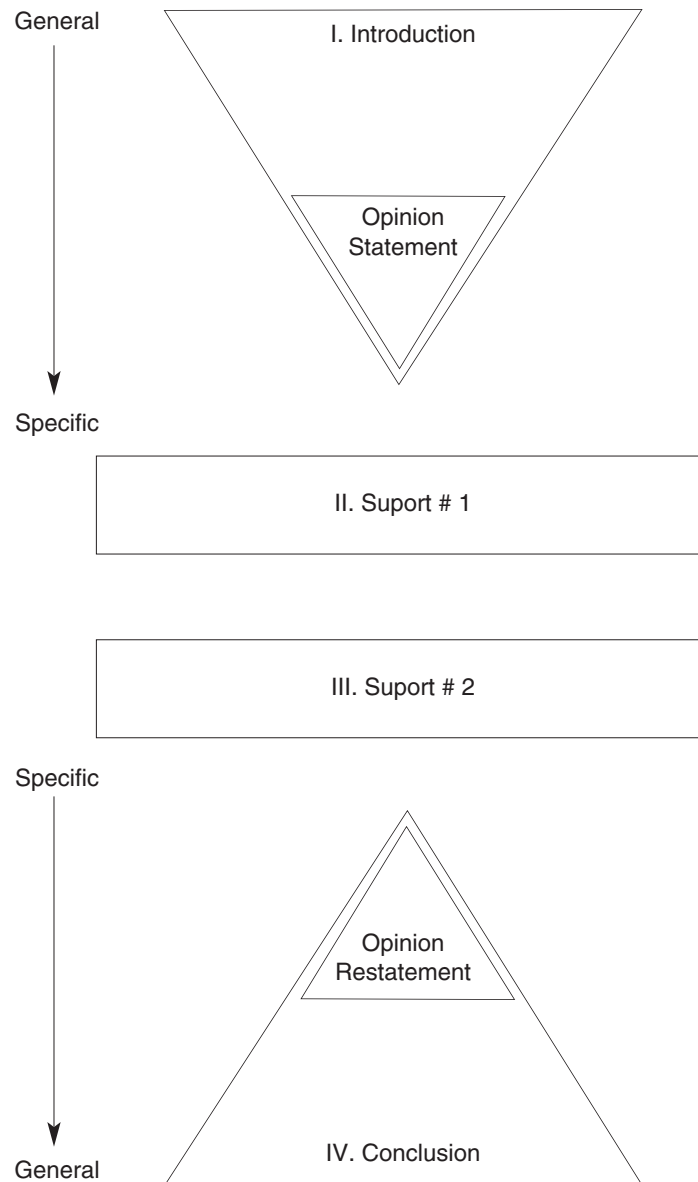
- enough (and not too many) main ideas to develop the thesis statement
- enough (and not too many) supporting points for each main point
- enough (and not too many) details for each supporting point

(Source: Dorothy E. Zemach, Lisa A. Rumisek, *Academic Writing from Paragraph to Essay*, Macmillan, 2005, first published 2003, p. 68)

Writing a strong thesis statement is also important. Avoid giving just facts about the topic in the thesis statement. State an idea or give your opinion about the topic and then discuss or explain it in the essay. The topic sentences of the following paragraphs should develop parts

of the thesis. The introductory paragraph also gives some background information about the topic. It then starts from more general ideas and moves towards the thesis statement. The concluding paragraph restates the thesis and gives a summary of the main points of the essay.

This standard English essay diagram will help you:



(Source: George S. Miller, *Cracking the TOEFT CBT*, The Princeton Review, Random House, NY, 2002 Edition, p. 339)

For and Against Essays

In a written examination you may be asked to consider the various aspects of a subject before giving a well-balanced view on it. You should take some time before writing to make a list of pros and cons that will help you organise your essay.

You should begin your essay with a general statement of the problem or with a definition that helps the reader become familiar to the topic. The paragraphs to follow should give the reader the chance to see the two sides of the same coin.

In covering the positive and negative points of a topic, you can use the block or point-by-point style that you use when you write comparison and contrast paragraphs. Remember, block style means covering the first topic and then the second (in this case, the advantages and then the disadvantages), while point-by-point implies discussion of both advantages and disadvantages of different aspects of the topic (for instance, when writing about moving abroad, you may discuss the advantages and disadvantages of moving away from your family, of travelling etc.).

Remember to begin a new paragraph when you want to introduce new aspects and to use connectives to link the paragraphs. You should end with weighing up the points outlined in the paragraphs. An overall comment will help the reader come to a decision about the topic as well.

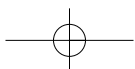
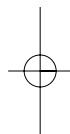
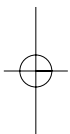
This is the work of a student who was asked to discuss the advantages and disadvantages of e-learning:

<i>Introducing the topic</i>	Have you ever considered becoming an e-learner? E-learning is a process in which students and teachers are separated in time and in space and the interchange takes place due to the use of communication vehicles such as the Internet, TV, radio, mail and fax. This new form of communication has its advantages and shortcomings.
<i>Points in favour</i> Supporting details Connectives	The biggest advantage of an online course is that your classroom and instructor are (theoretically) available 24 hours a day, seven days a week. You can get announcements, access notes, review assignments, take practice quizzes, discuss questions, chat with fellow students and study any time you want. You make your own schedule, except when you have deadlines for certain projects. Furthermore, you can study any time you want, with whoever you want, wearing anything you want. Another advantage is that you have a direct pipeline to the instructor via e-mail: you can get your questions answered directly. Many students aren't comfortable asking questions in class for fear of looking stupid. The Internet can cure that fear.
<i>Points against</i> Listing reasons	However, there are disadvantages to having interactive courses on the Internet. In the first place, while alphabet and grammar are fairly standardized in every language, in the computer world this couldn't be further from the truth and possibly will never happen. Secondly, notebooks are too big and heavy for convenient use; hand-helds have such a small display that they are practically useless for serious studying. Books can be read even in a subway. Last but not least, hands-on or lab work is difficult to simulate in a virtual classroom.
<i>Balancing the argument</i>	In conclusion, we live in an ever-changing world that is ripe for new developments. The ability to learn new information or a new skill whenever you want and wherever you want offers far greater opportunities for education than ever before.

Practice

Write your answers in 180-200 words in an appropriate style:

1. Discuss the advantages and disadvantages of living in a city.
2. Which are the advantages/disadvantages of working while still attending school?
3. Discuss the advantages and disadvantages of studying abroad.



UNIT 9

Career Tips for Candidates

A. Reading and vocabulary

Read this text giving some general suggestions for your job search:

Cover Letter Tips

How you write your cover letter is as important as the message it delivers. Your letter is an example of how well you communicate, and effective communication is a key element to finding a job, because employers consider the way in which you express yourself as one way to evaluate and foresee your ability to be successful in the job. (1)..... If necessary, make a phone call, visit the library or use the Internet to find out the name and title of the person who does the hiring. Always remember to sign your letter. If you forget this, the employer may feel like you've sent a form letter.

How to Prepare for a Job Interview

You may not find this very easy, but you must get as much key information as you can about the company, its products and its customers. (2) There might be other sources of information on the Web, especially if the company is publicly traded. We can guarantee that you will make a good impression at your interview by doing a little homework beforehand.

Job Interview Types

There are different types of job interviews in which you may participate during the hiring process:

A screening interview is meant to weed out unqualified candidates. Interviewers will work from an outline of points they want to cover, and will look for inconsistencies in your résumé and challenge your qualifications. You are supposed to provide answers to their questions. (3) That information could work against you.

Telephone interviews are merely screening interviews meant to eliminate poorly qualified candidates so that only a few are left for personal interviews. You might be called suddenly, or perhaps a telephone call to check on your résumé might turn into an interview. Your mission is to be invited for a personal face-to-face interview.

Stress interviews are a deliberate attempt to see how you handle yourself. The interviewer may be sarcastic or argumentative, or may keep you waiting. Do not say, 'This can't be happening to me!' Rather tell yourself: 'This must be an attempt to unnerve me!' (4)

Calmly answer each question as it comes, ask for clarification if you need it and never rush into an answer.

In a *one-on-one interview*, it has been established that you have the skills and education necessary for the position, and the interviewer would like to see if you will fit in with the company, and how your skills will complement the rest of the department.

Committee interviews are a common practice. You will face several members of the company who have a say in whether you are hired. You may be asked to demonstrate your problem-solving skills. The committee will outline a situation and ask you to formulate a plan that deals with the problem. You don't have to come up with the ultimate solution. (5)

A group interview is usually designed to uncover the leadership potential of prospective managers and employees who will be dealing with the public. A subject is introduced and the interviewer will start off the discussion. The goal of the group interview is to see how you interact with others and how you use your knowledge and reasoning powers to win others over.

Making a Good Impression

Before the Interview

It is important to be positive and think of the interview as a conversation, not an interrogation.

During the Interview

You should show self-confidence and answer the interviewer's questions in a clear voice. You must avoid negative body language, such as frequently touching your face, folding or crossing your arms, avoiding eye contact.

After the Interview

Don't think that you might have given better answers or that some of your remarks might have seemed a little too extreme. (6) You may have appeared unfit for the position, but remember that you should always turn a weakness into a strength. Take each interview as a chance to practice interview skills and learn how to come across confidently.

(from the *Internet*)

Exercises

1. Six sentences have been removed from the text. Choose from the sentences A-F the one which fits each gap (1-6):

- A. Don't take it personally.
- B. If possible, talk to people who work at the company.
- C. Concentrate on the following interview, not on your mistakes.
- D. Never volunteer any additional information.
- E. The interviewers are looking for how you apply your knowledge and skills to a real-life situation.
- F. Whenever possible, address your cover letter to the individual who is responsible for filling the position.

II. Match the questions you may be asked during an interview with the advice on how to best answer them. There is an example at the beginning (0):

Example: 0-G

Common Interview Questions

By rehearsing interview questions, you'll become more familiar with your own qualifications and will be better prepared to demonstrate how you can benefit an employer. See some examples:

Questions:

0. 'What is your major weakness?'
1. 'Do you prefer to work by yourself or with others?'
2. 'Why did you leave your last job?'
3. 'What can you tell me about yourself?'
4. 'Why do you want to work here?'
5. 'What are your best skills?'
6. 'What are your future plans?'

Answers:

- A. Make a short, organized statement of your education, professional achievements and professional goals.
- B. It is important to answer this question clearly and with enthusiasm. Show the interviewer your interest in the company.
- C. Be honest. The interviewer will likely check your references.
- D. List them, then give examples where you have demonstrated these skills.
- E. The ideal answer is one of flexibility. However, be honest. Give examples describing how you have worked in both situations.
- F. Let the interviewer know that you are ambitious enough to plan ahead. Be as specific as possible about how you will meet the goals you have set for yourself.
- G. Be positive; turn a weakness into a strength.

III. Look at the following sentences and choose the best synonym for the word 'responsible':

guilty	in charge of	sensible
--------	--------------	----------

1. Those *responsible* for the accident will be prosecuted.
2. She was a *responsible*, mature manager.
3. He was *responsible* for the project implementation.

An argumentative person is someone who often argues.

e.g. Because she is argumentative she has a lot of enemies.

IV. Now look at the following sentences and find synonyms for the verb 'argue':

1. They used to argue a lot so no one was surprised when they broke up.
2. When the boss brought up the idea that the project should be abandoned because of high costs, she argued that costs could be cut and she won him over.

Related Word Groups

Look at the definitions of several verbs describing ways of speaking:

To scream, to shout have similar meanings. Other synonyms are: *shriek, yell*

to scream = to give a loud cry because you are frightened/hurt

to shout = to say something in a loud voice, angrily or when you want to get somebody's attention

to whisper = to speak in a low, quiet voice so as not to be heard by other people

to stammer = to speak with difficulty, repeating sounds and words

to tell = to give information

To speak, to talk have similar meanings

e.g. Speak louder, I cannot hear you.

'What is she talking about? I have never heard about the project she mentions!'

V. Now put each of the following words in its correct place in the sentences below.

Some changes in form may be necessary:

whisper	scream	stammer	shout	tell
---------	--------	---------	-------	------

1. She was with pain.
2. She at him to run when she saw the police cars.
3. 'What are you trying to do?', he, looking around to see if someone was listening.
4. The children were laughing at him because he was
5. 'I am so very tired!' '..... me about it!'

B. Grammar

Modal Verbs (II)

Degrees of certainty

Take a look at these sentences taken from the text 'Career Tips for Candidates':

'The interviewer *may* be sarcastic or argumentative, or *may* keep you waiting.'

'There *might* be other sources of information on the Web.'

Sometimes the speaker needs to show how sure he/she is about something. There are several degrees of certainty: the speaker may be sure of something, or he may believe that something is possible or probable or impossible. There are several modals that can help a speaker express this: *must, can't, could, may, might, will, should, ought to*.

1. Present time affirmative

– the speaker is 100% sure that something is true:

He *is* a very important person.

– 95% sure:

'Tell yourself: <This *must* be an attempt to unnerve me!>'

Look, that man is accompanied by several bodyguards and everyone is trying to shake his hand and talk to him. He *must* be a very important person.

- 50% or less than 50% sure:

'If you forget this, the employer *may* feel like you've sent a form letter.'

'Perhaps a telephone call to check on your resume *might* turn into an interview.'

'That information *could* work against you.'

'Where is Jane?'

'I really don't know for sure. She *may* be at the office. She *might* be out with some friends. She *could* be at home already.'

(She could be anywhere, I can think of several possibilities, I am uncertain).

- we do not use *can* with this value

2. Present time negative

- the speaker is 100% sure that something is true:

This *isn't* John.

- 99% sure:

'Do not say, <This *can't* be happening to me!>'

I was told that John is a tall, white-haired man, so this short, red-haired man coming our way *can't* be John.

(it is impossible for him to be John)

In AmE we can also use *couldn't* with this value:

e.g. She has studied French ever since she was a child. But you have just started your French lessons. You *couldn't* do better than her in the final French exam.

(it would be impossible for you to do that).

- 95 % sure (AmE):

I wonder why he doesn't move from that place. Everyone has told him that it's very dangerous. He *must not* understand our language.

- 50% or less than 50% sure:

'You *may not* find this very easy.'

I don't know why Mary hasn't called Andrew yet.

She *may not* like him. She *might not/mightn't* have his phone number.

Note that in the affirmative *may*, *might* and *could* show possibility, while in the negative we use *may not* and *might not* to show that something negative is possible (it is possible that she doesn't like him/ that she doesn't have his phone number), while *couldn't* shows that something is impossible.

Note also that *must* and *can't* are opposites when we use them to express a degree of certainty

e.g. This <i>must</i> be a lie.	It <i>can't</i> be true.
(something is logically true)	(something is logically impossible)

3. Future time

- the speaker is 100% sure:

'We can guarantee that you *will* make a good impression at your interview'.

Jane *will* finish the project on time, I am sure of that.

- the speaker is almost sure (about 90%):

Ann lives close to our office. When I arrived at work ten minutes ago I called her place but she had already left. She *should be/ought to be* here any minute.

(we use *should* and *ought to* to express expectations about future events: I expect Ann to be here because it takes her several minutes to arrive at the office from her house)

– we use *be supposed to* when we expect something to happen because it has been arranged this way or because these are the rules:

e.g. 'You *are supposed to* provide answers to their questions'.

I talked to her yesterday. She *is supposed to* be here 10 minutes before the meeting begins.

– 50% or less than 50% sure:

I invited her to come to the cinema with us, but you are never sure what she will do next.

She *may* come too late. She *might* bring somebody with her. She *could* decide not to come at all!

(the speaker is making a guess)

– we use *may not* and *might not* (OR *mightn't*) in the negative

e.g. She *may not/might not* fly to Ireland after all. She said the plane ticket is too expensive.

– if the situation is not real, we use *might*, not *may*

e.g. If she were better educated, she *might* be successful.

4. Past time affirmative	Past time negative
– the speaker is sure:	
He <i>was</i> late.	He <i>wasn't</i> late.
– 99% sure:	
	She <i>can't/couldn't have stolen</i> the ring. She is so rich, she can afford a dozen rings (it is impossible for her to have stolen it)
– 95% sure:	
He always keeps his promises. He simply <i>must have forgotten</i> about our meeting. (the speaker reaches a logical conclusion)	He <i>must not have remembered</i> our meeting. (AmE)
– 50% sure or less:	
'You <i>may have appeared</i> unfit for the position'. 'Don't think that you <i>might have given</i> better answers'. She <i>can't</i> find the book. She <i>may have left</i> it at home. She <i>might have forgotten</i> it in the library. She <i>could have given</i> it to somebody else! (possibly something happened in the past)	She <i>can't</i> find the book. She <i>may not have left</i> it back home. She <i>might not have left</i> it back home. I saw her carrying that book around in the morning. (possibly something didn't happen in the past)

– we use *could* + have + past participle for a possible result that didn't happen

e.g. You shouldn't have opened that umbrella in the shop. You *could have hurt* somebody.

– note that *couldn't have* is different from *may not have/might not have*

Compare: She *couldn't have left* him.

(it is impossible for her to have left him)

She *may not have remembered* the meeting.

(perhaps she didn't remember)

Exercises

I. Complete the sentences with the appropriate modal or modal equivalent:

- 1) His story (might/need/can/had to) easily have ended when the doctors decided to send him home.
- 2) 'I (must/may/need/have to) have a case for you, but I'm not sure yet.'
- 3) It is not possible for him to have solved so many cases! He (should/must/shall/need) be lying.
- 4) She wanted to inform him that she (might/must/need/had to) have a case for him.
- 5) There were two options left: Angie and Bart (should/would/could/may) take their son home, or the doctor could contact a specialist in Cleveland.
- 6) He was a doctor, so he (couldn't/can't/must/might not) have known that the wound was going to cost him his leg.

II. Replace the italicized words with the appropriate modal. Write the modal on the line on the right:

1. When he was a child he *didn't know how to* speak English. _____
2. I *promise to* do well in the test next week. _____
3. He *refuses to* help me with my homework. _____
4. *I'm sure he is* tired. He travelled all night by train. _____
5. I *intend to* tell them the truth. _____

III. Fill the blanks in the sentences below with the correct modal:

1. A few years ago I speak French fluently but I haven't practised much lately.
2. The lights are off in the Robinsons' house: they be out. They can't be at home.
3. Mr. Johnson is a tall, dark-haired man, so that short gentleman over there be him!
4. She climb the stairs to her bedroom anymore, so she moved downstairs.
5. It get quite warm in the city in spring.
6. '..... we eat out tonight?' 'Yes, nice idea, that would be very nice!'

*More exercises***IV. Fill the blanks in the sentences below with words taken from the box to form full questions:**

to whom	by whom	how much	how often	can	what	does	how
---------	---------	----------	-----------	-----	------	------	-----

Asking Questions During a Job Interview

At most interviews, you will be invited to ask questions. Prepare good questions. Here are some examples:

1. '..... you please tell me how your career has developed at XYZ Corp?'
2. '..... do the position and the department contribute to the overall company mission and philosophy?'
3. '..... characteristics best describe individuals who are successful in this position?'
4. '..... the position offer exposure to other facets of your organization?'
5. '..... does this position report?'
6. '..... decision-making authority and autonomy are given to new employees?'
7. '..... are performance reviews given? are they given?'

Phrasal verbs**V. Match the following phrasal verbs taken from the text with their definitions:**

- | | |
|-----------------|--------------------------------------------------------|
| 1. to weed out | a. to get rid of things that are not good |
| 2. to rush into | b. to get someone's support by persuading them |
| 3. to win over | c. to discover something, to learn information |
| 4. to look for | d. to act hastily, without thinking carefully about it |
| 5. to find out | e. to try to find a particular thing/person |

Phrasal verb: TURN

Take a look at the following definitions:

turn against = stop liking sb. or sth.

turn away = send away, refuse to admit

turn down/up the volume; turn on/off the lights

turn down = refuse to consider a proposal, reject a person

turn in = take an offender to the police

turn into = make sth. become sth. different

turn out = prove to be

turn to = go to sb. for help

turn up = be found by chance, happen by chance

VI. Now fill the blanks in the following sentences with phrasal verbs from the box.

Changes in form may be necessary:

turn against	turn away	turn down	turn in	turn out	turn to	turn up
--------------	-----------	-----------	---------	----------	---------	---------

1. The thieves hoped to get away but somebody recognized them and them
2. The public opinion the government after its decision to increase taxes.

3. She was about to be fired because she had lost the project, but the document finally
4. She his invitation to visit Paris after they had a terrible fight.
5. The exam to be more difficult than we had expected.
6. Many refugees were at the border because the government feared a conflict could break out in the area.
7. She her friends for help when she most needed it.

C. Writing

Opinion Essay

In a written examination you may be asked to express your opinion on certain topics. This task is meant to test not only your ability to draw on personal experience or general knowledge, but also to order your ideas in well-built paragraphs.

While in a *for or against essay* you are invited to discuss various aspects of a subject and conclude with a balanced view on it, in an opinion essay you should take sides and express your views and feelings about a topic. You may be given a statement and be asked to agree or disagree with it or you may be asked directly for a personal opinion.

You should first present briefly some aspects of the subject and then take up the points and develop your argument. You should clearly state your own opinion and then support it with examples and further explanation. Illustration can help you build a powerful argument, especially with abstract topics. You should also use contrast in order to underline your own opinion: present other people's opinions about the same topic and say why they are wrong. A list of phrases to use when introducing opposite points of view is given below:

Showing the other side of the picture

It is said that

It's popularly believed that

It is often alleged that

Many people believe that

People think that, but they couldn't be further from the truth.

People often claim that, but

People argue that, but they don't realise that

Contrary to popular belief, it is a fact that

The conclusion should be a restatement of your views. You can sum up your arguments by rephrasing the opinion stated in the introduction. This way you can make sure that the reader will understand your point of view.

This is the work of a third year student:

	Friendship or Love – Which Is the More Important Relationship?
<i>Introducing topic</i>	It is known that when people interact, friendship and love are likely to arise. Both concepts refer to harmonious relationships that individuals might experience in their lifetime. It is often thought that they are separated by a slight difference. Irrespective of the degree to which they identify with each other, I find them both essential for a meaningful living.
<i>Expressing personal view</i>	
<i>Presenting another view</i>	A lot of people think that love stems from very good friendships. According to this theory, friendship acts like a sort of solid foundation that is supposed to get the couple through the best of times and the worst of times. Sometimes it even ends up being all that is left when the fire of passion has disappeared. Therefore it is a well-spread belief that friendship is the more valuable of the two.
<i>Contradicting that belief</i>	No matter how important stability might turn out to be, one cannot ignore the fact that intensity often manages to shift the balance in the opposite direction. And it is undeniable that what love might lack in consistency, it more than makes up for in strength. Ranging from the flashing first-sight love to blizzards that literally tore up lives throughout history, this feeling hasn't ceased to show its immense potential. Consequently, I believe that one should reformulate the question by stressing a possible way of happily combining the two for a truthful living.
<i>Supporting own opinion</i>	
<i>Restating own view</i>	

Practice

Write your answers in 150-180 words in an appropriate style:

1. Should TV stations present positive and negative news in equal shares?
2. 'Emigration is the best solution for graduates'. How far do you agree with this statement?
3. Express your opinion on the following topic: 'We watch too much TV'.

UNIT 10

Career Opportunities in Advertising

A. Reading and vocabulary

Read this text:

Advertising is a creative, fast-paced, high profile business. The main function of an advertising agency is to use both imagination and strategic planning to develop memorable advertisements that promote sale for the client company. There are advertising areas in which people can find their niche. Account Management, Account Planning and Creative are just some of them.

Account Management

Account Management is the division of an advertising agency, which has to oversee the execution of all the aspects of an advertising campaign and manage the firm's relations with its clients.

As an Assistant Account Executive you have to assist the AE with all his or her duties. You are supposed to work directly with your supervisor to develop campaign strategies, communicate client needs to the Creative, Market Research teams, and conduct analysis of the advertising spending and consumer habit. Working with different members of the other advertising departments will help you learn how to manage clients and their accounts, plan advertising strategies and obtain information. As part of the Account Management group you should help your firm develop successful advertising strategies and oversee important accounts.

Account Planning

Account Planning focuses on ensuring the consumer's perspective is fully considered when advertising is developed. Account planners spend a lot of time researching consumer psychology and behaviour, competitive sales, demographics, etc. in an effort to study how consumers use marketing communications and to devise new ways of pitching information.

There is not a clear career path to the position of Account Planner. Some people come from a marketing research background, while others enter from outside of advertising. If you want to do this job you need to interpret and synthesize information, create new insights and communicate findings in a useful manner.

Creative

The Creative department is responsible for translating the business and strategies (developed by the client company and the Account Management) into creative advertisements for the client's products. The Creative team is comprised of Art Directors (who design the visu-

al aspects of each ad) and Copywriters (who write the slogans and text within an ad). Once the client approves their ideas, the creative team develops and produces all the elements of the advertisement.

(from 'Career Opportunities in Advertising', Communication Career Services,
The University of Texas at Austin, *Internet*)

Exercises

I. Choose the correct answer, A, B or C:

1. Advertising is a creative business
 - A. because it creates interesting advertisements that help sell a product.
 - B. because it works with clients who want to promote a product.
 - C. because everybody can find a job.
2. As an Assistant AE you are supposed to:
 - A. help all the other departments.
 - B. be the helping hand of your boss.
 - C. supervise only the important accounts.
3. The Account planners' job is to:
 - A. find the best solutions in order to see how a product is sold on the market.
 - B. study the point of view of the consumer when developing an ad.
 - C. think about developing an advertising campaign.
4. A copywriter is a person who:
 - A. writes copies of the ad.
 - B. copies the ad.
 - C. writes the text of an ad.

II. Choose the correct meaning of the following words and expressions:

1. pitch information
 - a. collect information
 - b. express information in a particular style
 - c. sharpen information
2. oversee
 - a. supervise
 - b. see from above
 - c. see repeatedly
3. develop
 - a. devise
 - b. make smaller
 - c. generate, produce, make something grow gradually
4. high-profile
 - a. behaving/acting so as to attract public attention.
 - b. placed high so as to be seen from profile
 - c. being full of himself/herself

III. Fill each blank with one of the words given above:

1. You must employ someone to the project.
2. He is a politician and he is very careful with his image.
3. A good account planner should find a way of
4. We the project from one of Tom's ideas.

IV. Match the words in column A with their definitions in column B.

- | | |
|--------------|-----------------------------------------------|
| 1. assume | a. a distinguishing quality or characteristic |
| 2. acquire | b. an upset of normal function |
| 3. besiege | c. to suppose something to be a fact |
| 4. cope with | d. to exclude by decision |
| 5. disorder | e. to crowd around; to close in on |
| 6. rule out | f. to get or gain by one's effort |
| 7. trait | g. to deal with problems |

B. Grammar**Modal Verbs (III)**

Look at these sentences taken from the text:

'As an Assistant Account Executive you *have to* assist the AE with all his or her duties.'

'As part of the Account Management group you *should* help your firm develop successful advertising strategies.'

'If you want to do this job you *need to* interpret and synthesize information.'

The verbs written in italics are *modal verbs* that express necessity or advice.

I. Giving advice

When we want to give advice we use the modal verbs *should*, *ought to* and *had better*.

Should and *shouldn't* give the speaker's opinion of what is good or bad action, therefore they express the speaker's opinion and are often used to express advice. They can also express expectation.

See the sentences:

Advice:

I think you *should* go to the dentist. This toothache has been bothering you for days!

You *shouldn't* go to the dentist if the tooth is OK.

Opinion:

I think the police *should* do more to catch the murderer.

I think they *shouldn't* brag so much as they haven't caught the killer yet.

Expectation:

They *should* be here any minute now.

Ought to and *ought not to* have the same meaning as *should* and *shouldn't*. Their meanings range from: a) 'this is a good idea' to: b) 'it is an important responsibility.'

a) You *should/ought to* study more in order to pass the exam. (This is a good idea.)

b) Car drivers *should/ought to* wear their seat belts. (It is advisable.)

Had better has a similar meaning with *should* and *ought to* but *had better* is usually stronger.

It often implies a warning or a threat of possible bad consequences

e.g. You'd *better* behave yourself, or else I'll talk to your parents.

Had better:

– has a present or future meaning.

– is more common in speaking than in writing.

– is followed by the simple form of a verb (short infinitive).

The contracted form *'d better* is more often used.

e.g. We've been driving for many hours, so we *'d better* stop at the next petrol station.

You *'d better* take care of this situation, or you'll get into trouble.

II. Making suggestions

When we want to make suggestions we can use one of the following verbs or expressions:

Let. It is used with the short infinitive in the affirmative and followed by the negation *not* and the short infinitive in the negative.

e.g. *Let's go* to a movie tonight.

Let's not go to a movie.

Why don't? is mostly used in spoken English to make a friendly suggestion.

e.g. *Why don't we go* to a movie tonight?

Why don't you ask for his help? He'll be glad to help you.

Shall I/we ...? The speaker is making a suggestion and is waiting for another person's opinion on that matter.

e.g. It's very hot in here. *Shall I* open the window?

Shall we leave the window open?

Could

e.g. 'What do you think we should do next Sunday?' 'We *could* go to a picnic.'

Should is stronger than *could*, giving definite advice, and we sometimes use *maybe* to soften the strength of the advice, whereas *could* offers suggestions and possibilities.

e.g. 'I'm having trouble with my English.' 'You *should* talk to your teacher, maybe.'

Should have + past participle of the verb gives hindsight advice (we give advice after the event happened).

Could have + past participle of the verb offers hindsight possibilities.

e.g. 'I'm having trouble with my English.'

'You *should have gone* to your teacher and gotten some help before the exam; you might have had more chances of passing it. (you didn't go and now you might fail the exam; you *should have done* it but you didn't).

or:

'You *could have gone* to your teacher and ask for help. (It's an option you had but you didn't take advantage of it.)

III. Expressing necessity and obligation

The idea of necessity is expressed in English with the help of the verbs: *must*, *have to*, *have got to*.

Must is usually stronger than *have to* and can indicate urgency or stress importance. *Must* is used to express internal obligation, whereas *have to* is used to express external obligation, imposed by rules and regulations.

e.g. We *have to* wear our seat belt when we drive. If not, we may get a fine.

You *must* go to him and apologise.

You *must* be here at eight o'clock or you'll miss the plane.

You *have to* hand in your papers at ten o'clock sharp. The exam started at eight and you have two hours to complete the task.

The idea of past necessity is expressed with the help of *had to*.

e.g. They *had to* check in for their flight at eight.

Lack of necessity and prohibition

The idea of lack of necessity can be expressed by the forms: *don't have to*, *don't need to*, *needn't*, *didn't have to*, *didn't need to*, *needn't have*

e.g. You *don't have to/needn't* shout, I'm not deaf.

You *don't have to/needn't/don't need to* bring sandwiches. We can stop at a cafe.

Didn't need to is used to say that we knew that something was not necessary, so we didn't do it. It has the same meaning with *didn't have to*.

e.g. We *didn't need to/didn't have to* bring sandwiches because food was provided. (We didn't bring because we knew it was not necessary.)

Needn't have + past participle of the verb is used to express that we did something which was not necessary.

e.g. We *needn't have brought* sandwiches because the food was provided. (We did bring food, though we shouldn't have, it was not necessary.)

Mustn't expresses interdiction. We use it to stop or forbid somebody to do something. So when used in the negative it no longer expresses necessity, but prohibition.

e.g. I *mustn't* forget the keys or I won't be able to get in when I come back from shopping.

You *mustn't* smoke at a petrol station.

*Exercises***I. Choose the correct answer, a, b or c:**

- Drivers always use the seat belt even if they drive into the city.
a. can b. must c. have to
- To stay alive, people breathe oxygen.
a. should b. need c. must
- You finish this project or you'll not be admitted in the exam.
a. must b. mustn't c. may
- You come if you're too tired, we can meet some other time.
a. mustn't b. don't have to c. can't
- Maria is very upset. You have scolded her.
a. shouldn't b. couldn't c. needn't
- Tom studied for the exam and he wouldn't have had any problems.
a. must have b. could have c. should have
- You shout. I can hear you very well, I'm not deaf.
a. don't have to b. mustn't c. can't

II. Identify and correct the mistakes in the sentences below:

- If we want to get there on time we'd rather take a taxi.
- Can you be so rude? You've made her cry her heart out.
- Helen's new shoes are too tight. She must have tried them before buying them.
- You may go to him and apologise for breaking his window.
- You could watch the movie tonight. I highly recommend it.

*More exercises***Phrasal verb: LOOK**

Take a look at these definitions:

look after oneself/somebody = take care of oneself/sb.

look ahead = think about what is going to happen in the future

look at something = examine sth. closely

look down on somebody/something = regard with contempt

look for = search

look forward to something/doing something = anticipate sth. with pleasure

look in (on/at) somebody = make a short visit to sb.'s house/a place

look into = investigate

look out (in the imperative) = be careful; watch out

look over something = inspect or examine sth.

look through somebody = deliberately ignore sb.

look up = raise one's eyes

look something up = search for a word or a fact in a dictionary or reference book

look up to somebody = respect

*Exercises***III. Choose the correct answer, a, b, c or d. Only one answer is correct:**

1. She looked from her book when I entered the room.
a. up b. for c. after d. at
2. Who will look your dog while you're on holiday?
a. ahead b. after c. on d. out
3. She has always looked to her father.
a. after b. forward c. up d. through
4. She was still angry with him, so when she met him she just looked him.
a. for b. up c. through d. on
5. When you travel on a crowded bus look for pickpockets.
a. for b. after c. on d. out
6. The police are looking the kidnapping.
a. for b. into c. through d. in
7. The doctor will look again this evening.
a. into b. in c. after d. up

C. Writing*Articles*

Articles, like reports, discuss a particular topic, but they are aimed at different readers. An article is written for a newspaper or a magazine and is meant to make a certain topic interest-

ing for the readers. It is usually based on an interview, a narration, a description, personal opinion or a combination of these. It should catch the reader's attention, be captivating and make the reader want to read it. It is important to know the target reader so as to choose the most appropriate style and register. However, your readers will likely have very different knowledge and experience of the topic and you need to keep that in mind when writing.

You can hold the readers' attention not only by using a good headline, but also by organizing your article in such a way as to reveal new information or details about the topic in every paragraph. You can ask the readers a question, which will make them think about the topic. You should avoid using general statements and try giving fresh examples to support your ideas. You may also use direct speech and address the reader directly. Do not use flat adjectives like *nice*, *bad*; use intensifying adverbs (*extremely*, *truly*) and emphatic structures instead. For instance, you can alter a phrase like: 'I have rarely seen such a nice place' to sound: 'Rarely have I seen such an amazing place'.

Structure

The heading. One of the most important steps is that of choosing the heading. Using an eye-catching headline might convince the reader to buy the newspaper/magazine in order to read the article. The heading can be a dramatic word or phrase, a summary of the story, a question, a quotation, etc.

The body. Divide the article into paragraphs for different aspects of the story, to help the reader follow your ideas. Begin with an interesting introduction – a quotation, an example, a question, etc.

Adapt the tone of the article to the age and interests of the readers. Use humor if you think it is necessary. You can make the article more lively if you attract the reader into a dialogue with you, giving the impression that the reader is an active participant in the story. Give specific examples and quotations.

Ending. The ending usually contains a general, overall comment and a conclusion.

We decided to give as an example an article written by a third year student:

<i>Heading</i>	Studying Successfully: A Beginner's Guide
<i>Introduction</i> Addressing the reader directly	It's hard being a new student, but it's even harder to study for all those exams when you only have a few weeks left. As we want to be of help, we thought of giving you some tips on how to study fast and successfully.
<i>Body</i> Keeping the reader interested	<p>We'll begin with part one of four.</p> <p>First of all, you have to think about all the facilities that can help you achieve your goals. You should get to know the school library just as well as you know your best friend. In fact, you should forget about your best friend. There's no time for that right now, but keep him/her close as you'll definitely need a friend in part two.</p> <p>Secondly, you should bear in mind that the park of the school campus is the best place for studying, if you are a lover of nature.</p> <p>Thirdly, you should know that if you need a true friend you'll find it in the multimedia laboratory, where you can update your knowledge and gain more information at the same time. If these places are already known to you, then you're on the right track. If not, it's not too late to do something about it.</p> <p>Part 2 is where your friend comes into action. If you're lucky to have that someone to really stand by you, then part of your work is done. The first rule of studying successfully is having fun while doing it; and who's better at keeping you entertained than your best friend? If you've got the books and the friend, you are close to the end (of the studying process, of course). All you have to do is to follow two more steps.</p>
Using humor	<p>Part 3 is about study methods. The best and easiest method is planning ahead and not being stressed by an exam. If you have the guts, you can try the 'last minute method'.</p> <p>Don't worry, you can do anything if you have the three key ingredients: study books, will power and ammo. Not real ammunition, just some unconventional painkillers. They can come in the shape of almonds, peanuts, honey, milk, eggs and green tea. This is what you need to stay in shape and get through those late-night hours of studying.</p>
Mock definition	<p>The 'last minute method' is a learning marathon, which can sometimes take up to three whole days without too much sleep. As there is the danger of getting bored, you can try a little trick: change your position regularly. Thus you can study while lying or sitting up in bed, or listening to some music. Another helping tip is to read diagonally. Don't read the whole page, just try to focus on the most important ideas. If you can't learn for a longer period, try to take a nap, but for no more than 30 minutes, so that you can keep in good shape.</p> <p>The last and most pleasant moment is when you can finally stand up and close your book, but don't throw it against the wall, you might need it. Don't just stand there and stare at the wall! Go take a refreshing shower, eat a healthy breakfast, dress appropriately and go to school to face the exam. You're ready and most certainly capable of winning the battle.</p>
<i>Conclusion</i>	So, to sum up, there are various ways of studying. All you have to do is to choose one of them and tailor it to your needs. Good luck!

Practice

Write your answers to the tasks below in 180-200 words in an appropriate style:

1. A students' magazine has asked you to contribute an article recommending a place that you know well as the best location for the summer holidays for low-budget students. Include in your article a description of the place and some recommendations about places to visit and activities to enjoy in the area.
2. Write an article to a students' magazine abroad about the problems students face in your country.
3. Write an article to a students' magazine about the ideal part-time job for a student.

UNIT 11

The Power of Decoys

A. Reading and vocabulary

Read this text:

An outing with your local real estate agent can illustrate the powerful impact of a decoy. At the realtor's office, you are shown pictures and given descriptions of many homes – beautiful split-levels, roomy ranches, an old Victorian. After determining your needs the agent drives you to some homes you 'might find of interest.' The first stop is a tiny two-bedroom house sitting on a narrow lot. The house needs a new coat of paint; the interior is in disarray; the linoleum in the kitchen is buckling; the living room carpet is worn; the master bedroom is so small that an average-sized bedroom suite just won't fit. When the realtor tells you the asking price, you exclaim, 'Who'd be dumb enough to pay so much money for this shack?' But this dilapidated house may influence you to buy another house more readily and to buy it at a much higher price than you might normally have been willing to pay. How can this come about? We can clarify the process by looking at an experiment on students. The students were asked to make decisions such as the following:

Which would you select (a or b)?

a. *Nutri-burger*: a tofu burger that is very good on nutrition but only average on taste.

b. *Tasti-burger*: a hamburger that is very good on taste but only average on nutrition.

For some decisions, a decoy was given as an additional option. A decoy is an alternative that is inferior to other possible selections. For example:

Which would you prefer (a, b or c)?

a. *Nutri-burger*: the tofu burger described above

b. *Tasti-burger*: the hamburger described above

c. *Bummer-burger*: a hamburger that is only *good* on taste (as opposed to *very good*). No reasonable person would select this inferior burger. If you wanted a lunch that tasted great, you would select option *b*, the very-good-tasting Tasti-burger. If you wanted nutrition, you would go for the Nutri-burger. In the above mentioned study the decoy was never selected. But that doesn't mean that its presence as an option wasn't influential. The decoy influenced the students' choice by contrast effects. If an object is contrasted with something similar but not as good, or not as pretty, or not as tall, it is judged to be better, prettier, taller than would normally be the case. If a man of normal height is in the company of midgets, he seems very tall. If he were a member of a professional basketball team, he would seem very short. In the study on consumer decision-making, two contrast effects occurred that made the Tasti-burger look more attractive. The presence of a decoy made the very-good-tasting Tasti-burger appear to be better tasting and the average-tasting Nutri-burger to be even worse tasting. In other words, the decoy 'spread apart' the Tasti- and Nutri-burgers on the dimension of taste.

Decoys come in a variety of shapes and sizes. A presidential candidate may select a vice-presidential running mate of lesser stature to enhance the positive perception of his qualities.

The lesson to be learned from research on decoys is that the context makes the difference. Judgment is relative, not absolute. Depending on the context, objects and alternatives can be made to look better or worse. Often we do not pay much attention to the influence of context, much less question the validity of the alternative presented. This greatly enhances the power of 'context-makers', such as politicians, advertisers, journalists, etc. The context they set can pre-persuade us by influencing our perceptions and judgments; we are thus lulled into decisions we would not normally make.

(from *Age of Propaganda. The Everyday Use and Abuse of Propaganda*, by Anthony Pratkanis and Elliot Aronson)

Exercises

I. Decide whether the following statements are true (T) or false (F) according to the text:

1. The realtor will use a decoy to make his client buy the house the realtor wants.
2. Bummer-burger was the burger preferred by most students.
3. A decoy is an additional option given to the public.
4. Context is used in many fields to influence the public's perceptions and judgments.

II. Choose the correct meaning of the following words and phrases:

- | | |
|----------------|-------------------------------------------------------------------------------------------------------------------------------|
| 1. dumb | a. blind
b. clever
c. stupid |
| 2. dilapidated | a. falling to pieces
b. taken apart
c. stolen |
| 3. enhance | a. inherit
b. increase
c. decrease |
| 4. lull | a. change one's mind
b. calm somebody by deception
c. rock |
| 5. outing | a. short, pleasant trip
b. date
c. adventure |
| 6. realtor | a. person who buys and sells houses for others
b. person who is realistic
c. person who buys houses for himself/herself |
| 7. buckled | a. hunched
b. crumpled
c. worn |
| 8. shack | a. chess
b. former ruler of Iran
c. roughly built house or hut |

B. Grammar

Conditional Clauses (Introduction)

Take a look at the underlined sentences taken from the text:

'If you wanted a lunch that tasted great, you would select option b.'

'If a man of normal height is in the company of midgets, he seems very tall. If he were a member of a professional basketball team, he would seem very short.'

They are *conditional sentences*.

Conditional 0. This type of conditional sentence describes what always happens. It has the following structure:

main clause	if-clause
present simple/present continuous/present perfect simple and continuous/modal	present simple

The *if-clause* may come first or second in a statement, as you can see from the examples below. This type of conditional is used to describe general truths or scientific processes.

e.g. If you lower the temperature of water, it freezes.

Oil floats if you pour it on water.

If a car runs out of petrol, fill it up.

Conditional 1. This type of sentence is called a *real condition*, because it describes what someone thinks will happen in a real situation; the action has all the chances of taking place in the future, so we deal with a possible future action. It has the following structure:

main clause	if-clause
future simple/future continuous/future perfect simple/future perfect continuous	present simple/present continuous/present perfect

e.g. If you don't hurry, you'll miss the train.

If I finish my project, I'll come with you to the theatre next Friday.

I won't come with you if Tom is driving.

Conditional 2. This type of sentence is usually called an *imaginary condition*, because it refers to hypothetical situations. It has the following structure:

main clause	if-clause
would/wouldn't + infinitive	past simple (for BE, the form is 'were' for all persons in formal language)

e.g. If I had money, I would go on a cruise around the world.

I'd come with you if I finished my project by Friday.

If I were the mayor of this city, I would have all the streets repaired.

The form of the past tense does not refer to the past time.

We can use *would/'d* in an if-clause if we make a request (*would/'d* is used as a modal verb here).

e.g. If you would wait, the mayor will receive you in a few minutes. (1st Conditional)

If you'd come this way, the principal will see you now. (1st Conditional)

We can use *could or might* in the main clause:

e.g. If we had her phone number, we *could* call her.

They *might* be late if the roads were slippery.

Conditional 3. This type of sentence is called *an impossible condition*, because it refers to things that didn't happen in the past. It has the following structure:

main clause	if-clause
would have/could have/might have + past participle	past perfect

e.g. I wouldn't have been late if I had taken a taxi.

If I had had money I would have gone on a cruise around the world.

If I had finished my project I would have come with you.

Might have and *could have* are used in a conditional sentence when we are not certain of the results.

e.g. We *could have called* her if we had known her phone number.

Unless means *if not* and therefore you cannot use a negative word in that sentence.

e.g. I'm nearsighted and I can't see *if I don't wear glasses/unless I wear glasses*.

In case

e.g. I'll bring the plants inside if it rains. (I'll bring it in after it starts raining.)

I'll bring the plants inside *in case* it rains. (I'll bring the plants inside because it might rain.)

Unit 17 gives you more information on Conditional Clauses.

Exercises

I. Put the verbs in brackets into the correct tense:

1. If I see him I (tell) you called.
2. The table will collapse if you (stand) on it.
3. If you eat the whole cake you (be) sick.
4. If I lend you \$ 100 when (you, repay) me?
5. If he (be) late we'll leave without him.
6. What would you do if your house (burn)?
7. She (open) the door unless she knew who it was.
8. She (open) the door unless she had known who it was.
9. If he (be) sent to prison would you visit him?
10. I (offer) to help if I knew I was any use.
11. I (stop) if I had realized that you needed a lift.
12. If I'm ready when he calls he (take) me with him.
13. If I had been ready when he left he (take) me with him.
14. I would have taken a taxi if I (know) when the meeting was.
15. 'What is that man saying?' 'I (tell) you if I knew Chinese.'

II. Identify and correct the mistakes in the sentences below:

1. If you didn't sneeze he wouldn't have known we were there.
2. If she wouldn't have a headache she would come with us.

3. If you'll speak more slowly I might be able to understand you.
4. If you'll heat water it boils.
5. If he asked you will you accept?
6. I wouldn't have believed it if I didn't see it with my own eyes.
7. What would you do if you find a burglar in your house?
8. What happens if I'll press this button?
9. You might get pneumonia if you stayed out in the rain without an umbrella.
10. The newspaper didn't print the story if it were not true.

III. Choose the correct answer, a, b or c:

1. If I more help I could call my friends.
a. need b. had needed c. will need
2. If you to my advice you wouldn't be in this mess right now.
a. listened b. had listened c. listen
3. Unless you all of my questions, I can't do anything to help you.
a. answered b. answer c. don't answer
4. I might have won the game if I a few more minutes.
a. had b. would have c. had had
5. If I could speak English, I next year studying in Great Britain.
a. will spend b. would spend c. had spent
6. If I in an accounting firm, I would work in a bank.
a. weren't working b. didn't work c. hadn't worked
7. I think we're lost. We wouldn't if we had had a map.
a. got lost b. have got lost c. had got lost

Expressing wishes

We can express wishes with the help of the verb *wish*, with *if only*, *could*, *would*, *hope*. The verb *wish* does not change into the past tense or past perfect.

Wishes about the present

The sentences that express wishes about the present are similar to a Conditional 2 sentence. As in the case of the Conditional 2 sentence, the past simple form does not refer to the past time.

- e.g. I wish I lived in a city.
If only I lived in a city.
They wish they knew the answer.
If only they knew the answer.
I wish it didn't rain so much.
If only it didn't rain so much.

Wishes about the past

This kind of sentence is similar to a Conditional 3 sentence.

- e.g. She wishes she had lived in the 19th century.
I wish I had known the truth.

Wishes with 'could'

We use the verb *could* when we speak about a change we would like to make.

- e.g. I wish I could fly.
I wish I could go with you.

Wishes with 'would'

We use the verb *would* to say that we express a wish for someone to do something, to change his attitude, for something to happen.

- e.g. I wish you wouldn't slam the door each time you leave the room.
I wish it would stop raining.

Wishes with 'hope'

We use the verb *hope* to express wishes about the future.

- e.g. I hope the weather will be fine tomorrow.
I hope you'll come back safely.

See unit 17 for more information on how to express wishes.

*Exercises***IV. Choose the correct word or phrase in each sentence:**

1. I'm very tired. I wish I (hadn't worked/didn't work) so much today.
2. Helen feels sick. She wishes she (hadn't eaten/didn't eat) so much.
3. I wish I (have/had) more money.
4. I wish you (couldn't/wouldn't) speak so loudly.
5. I hope you ('ll finish/finished) the project on time.
6. My feet hurt, if only we (had/would have) some money to take a cab.

V. Identify and correct the mistakes in the sentences below:

1. Enjoy your holiday. I hope you had a good time.
2. I'm hungry. If only I'll have something to eat.
3. If only I'll have more time.
4. I wish you told me about the party. I would have come, too.
5. I wish I can swim.
6. They wish they left earlier from the party yesterday.

*More exercises***Phrasal verb: TAKE**

take somebody aback = shock; take by surprise

take after somebody = resemble one's mother or father on appearance or character

take against somebody/something = dislike

take something away (in AmE take something out) = buy a cooked meal at a restaurant and
carry it away to eat it at home

take something away from something = subtract

take something back = a. agree to receive goods previously bought in the shop
b. retract

take in = a. allow sb. to stay in your house sometimes for payment
b. make a garment narrower
c. deceive, fool somebody

take off = (of an aircraft) leave the ground and begin to fly

take on = a. become popular

b. employ sb.

c. decide to do sth.

take out = invite/escort sb. to a restaurant, theatre

take to = start doing sth. as a habit

take up = a. continue a story that has been left unfinished

b. adopt sth. as a pastime activity

VI. Choose the correct answer A, B or C. Only one answer is correct:

1. The plane took despite of the weather.
a. up b. for c. off
2. Rosalind takes her mother.
a. in b. after c. up
3. You've lost a few kilos and I think you skirt need to be taken
a. to b. in c. up
4. He didn't realize she was a burglar. He was taken by her appearance.
a. in b. for c. aback
5. Their song has really taken
a. up b. off c. on
6. The passengers took the lifeboats when the Titanic hit an iceberg.
a. for b. up c. to
7. She came home late and didn't have time to cook so she took something from a nearby restaurant.
a. away b. off c. after
8. How are things going between you and Harriet? Have you taken her yet?
a. up b. out c. away
9. She was taken by his insolent remark.
a. in b. aback c. after
10. I take what I said about you. I'm so sorry I hurt you!
a. back b. after c. in

C. Writing

Reviews

A review is an article in a newspaper or magazine in which someone presents his/her views on a book, film, play, show, etc. The purpose of a review is to give factual information as well as a personal opinion on that subject. A review usually contains the following elements: an overview, pros and cons and the verdict. Sometimes the writer of the review may decide not to use all these three parts, describing an aspect of the subject and commenting immediately on its weak and strong points, before commenting on another aspect of the subject.

The Overview represents a description of the subject. You should also include information like where to see the film or buy the book, who directed and produced the movie etc. When

you write about a book you should include information on the underlying theme, the plot, and the characters.

Here are some useful words and expressions that you can use:

The book/film/show contains/deals with/details/presents/describes

The book/show/script/play is written/directed/played by

Books: chapters, page, plot, character

Plays: act, scene, stage, costumes

Film: script, (supporting) actor/actress, soundtrack

The pros and cons present comments on the successful and unsuccessful features of the subject. Be sure to include your personal opinion.

Useful adjectives: *brilliant, engrossing, exhilarating, really extraordinary, first-rate, inspiring, most interesting, predictable, stunning, superb, tedious.*

The verdict sums up your opinions, feelings and gives recommendations.

Useful words and expressions: *all in all, in conclusion, in the end, in the last analysis, on balance, to sum up.*

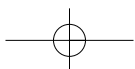
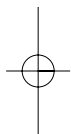
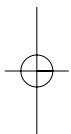
We selected one of our students' film reviews as an example for you:

<i>Heading</i>	What Weighs 21 Grams?
<i>Overview</i>	'They say we all lose 21 grams at the exact moment of our death. Everyone. The weight of a stack of nickels. The weight of a chocolate bar. The weight of a humming bird. What is lost? What is gained?' These are the words with which Paul Rivers (one of the three main characters, played by Sean Penn) concludes '21 grams', the latest movie directed by Alejandro González Iñárritu. But is this explanation of the title a resolution to the three-story-lined intricate plot that leaves you wondering as much about your own fate as about that of the characters?
<i>The pros and cons</i>	<p>'21 grams' is another confirmation of what director and producer Alejandro González Iñárritu proved at the 2000 Cannes Festival when he won an award for 'Amores Perros'. Among other things, it confirms the fact that his movies are reenactments of his belief that life is too complex and haze-like to be illustrated in a one-way linear plot.</p> <p>Therefore, one of the things that makes this movie puzzling is precisely the intricate plot which is divided in three story lines that are apparently unrelated, but which at a certain point fuse to reveal what subsequently turns out to be an unexpectedly complex and winding whole. Furthermore, the three narratives are not simply alternating and ultimately intertwining; they are split into several disparate scenes seemingly put together randomly for the viewer to decipher and rearrange in a rational way. This whole undertaking is not just a smart but futile trick to confuse the viewer; it is a metaphor that attempts to illustrate how complicate, obscure and not-always-rational the strings of real life sometimes are.</p> <p>On the one hand, we have the story of Paul Rivers (Academy award-nominee Sean Penn), a college professor diagnosed with a final disease whose only hope of surviving is a heart transplant, and who continuously falls from resignation into despair and back again. On the other hand, we have Jack Jordon (Academy award winner Benicio del Toro), an ex con striving to make ends meet with the aid of his new-found devotion to God but who should, instead, offer at least a small part of that dedication to his family. And last, we have the story of Cristina Peck (award-winning actress Naomi Watts), mother and wife whose entire life is broken to pieces when a terrible accident takes her family away. How do these stories mingle to recreate a meaningful whole? They do that in the same manner that life itself is usually stopped by a meaningful event and then rearranged in a seemingly chaotic order according to that particular event.</p>
<i>The verdict</i>	<p>The puzzle-like but incredibly inspired script (written by Guillermo Arriaga) and the smart montage are not the only reasons why you should see the movie. '21 grams' is also worth seeing because of Sean Penn's superb performance (also in 'Mystic River' and 'I am Sam' or Benicio del Toro ('Traffic', 'Snatch') revealing his best while portraying the ex con who falls from total devotion to God to total hatred (watch the scene where he burns his tattoos with crucifixes on his wrists), also because of Naomi Watts ('Mulholland Drive', 'The Ring') doing a great job embodying the loving mother and wife who falls in the limbo of drugs and alcohol seeking complete oblivion.</p> <p>'They say we all lose 21 grams at the exact moment of our death'. Is that the premise on which the whole discourse of the movie lies its foundation or the conclusion? Watching the movie may not give you the answer.</p>

Practice

Write your answer to the tasks below in 180-200 words:

1. Write a review of a recent film you have seen for your college magazine.
2. Write a review of the book which had a significant effect on your life, explaining how you were affected by it.



UNIT 12

Creativity

A. Reading and vocabulary

Read this text:

Many people seem to think that creativity is producing the Big Idea – an idea from nowhere so clever and so profound that it defines creativity. But *the instant Big Idea does not exist*.

Creativity, and its task of generating ideas, is essentially incremental. Ideas come through a series of small steps or moves. They build upon each other to produce the final idea. Rather than the creative idea being an instant revelation, it will more likely be characterized by a haphazard series of moves, steps and linkages. The trick to creativity and creating new ideas is not how you think up the instant Big Idea, but rather what you can do to generate little ideas, which can later be combined in some way to be presented as a Big Idea.

So how has the notion of the Big Idea come about? One explanation may be that it is much more convenient to believe great creative people somehow intuitively and instantly arrive at Big Ideas rather than recognize that creativity can be a messy, unglamorous and protracted process. Great discoveries were often achieved more by chance than from being the result of someone's Big Idea. Inventions are perfected by step-by-step improvements, and each step is itself an invention.

The myth of the instant Big Idea is a fundamental point for public relations practitioners to consider about creativity. Practitioners work in an environment where their clients or management may at times demand an instant Big Idea for the task in hand. Yet, no idea lives in a vacuum: practitioners will need to educate their peers if they want them to fully understand – and manage – the creative dimension in their work. Understanding the so-called 'Big Ideas', the different types of thinking processes used, and the context of lateral thinking, are crucial to being creative. So let us take a look at the myth of left-brain/right-brain theory:

As a result of the work by the Nobel prizewinner Professor Roger Sperry, the theory of right and left sides of the brain was advanced, in which major intellectual functions were split between different parts of the brain. On the left side, it was believed, were the logical, rational and controlling aspects to our thinking, while the right side was said to control our inspirational and creative thoughts. It was argued that different people's skills were linked to the different hemispheres of the brain dominating an individual's performance. More creative people were seemingly right-side dominated; others who were more analytical but less creative were described as left-side dominated.

However, left-brain/right-brain theory has since been undermined by research that shows mental skills being distributed throughout the brain. Both sides of the brain are activated, no

matter what task you put to them. What is important in developing our skills as creative public practitioners is not so much where specific thinking skills are located in the brain but the fact that at least two specific modes of thought can be identified.

Convergent thinking, the so-called left-sided thinking, is the intellectual ability to logically evaluate, criticize and choose the best idea from a selection of ideas. Divergent thinking, the apparent right-sided thinking, is the ability of the intellect to think of many original, diverse and elaborate ideas. By having a clear understanding of the distinction between the two types of thinking, a practitioner can make far more productive use of time, and employ techniques to greater effect, generating more and varied creative ideas that offer added value, which is the fundamental element of anything that is defined as creative.

(from *Creativity in Public Relations* by Andy Green)

Exercises

I. Fill the blanks with information taken from the text. You will need to change the adjectives into nouns:

The Theory of Roger Sperry		
	Left side of the brain	Right side of the brain
Intellectual functions/skills	(1)	(5)
	(2)	(6)
	(3)	
	(4)	

II. Look at the text and find the words which mean the same as:

- happening by chance (paragraph 2)
- which doesn't cause problems, suitable (para. 3)
- unpleasant, not easy to deal with (para. 3)
- lasting longer than usual/necessary (para. 3)
- to require, to need (para. 4)
- someone of the same age/status as you (para. 4)
- divided (para. 5)
- to make something less effective, to weaken gradually (para. 6)
- giving a lot of details, complicated (para. 7)
- to use a particular method (para. 7)

III. Decide whether the following sentences are true (T) or false (F) according to the text:

1. Being creative means having sudden inspiration that helps you solve a problem.
2. People find it difficult to admit that creativity is likely to be the result of hard work.
3. PR practitioners should defend the idea that they can be instantly creative.
4. Awareness of the theory of two modes of thought is likely to help PR practitioners be more efficient.

Related Word Groups

Look at these expressions with parts of the body:

drag your feet/heels = you don't hurry to do something because you don't want to do it

have a chip on your shoulder = easily become offended because of unpleasant past experiences

have a clear/cool head = think clearly in a difficult situation

have two left feet = be very clumsy

have your hands full = be very busy

make/pull a face = change your expression to show your feelings

not see eye to eye = always disagree with sb.

pull somebody's leg = make fun of sb.

put your foot in your mouth = make an embarrassing or upsetting remark

twist somebody's arm = persuade sb. to do sth. they don't want to do

IV. Now put each of the following words in its correct place in the sentences below.

Some changes in form may be necessary:

shoulder	mouth	arm	leg
hand	foot	eye	tight-fisted
head	face	heel	

1. You welcome somebody with open
2. When you are upset you need a to cry on.
3. When you are not generous you are
4. When you wish somebody good luck you say: 'Break a !'
5. He seemed head over in love.
6. You say that a situation gets out ofwhen it becomes impossible to control.
7. You get cold when you are afraid to do something you planned to do.
8. When you can't understand something you can't make nor tail of it.
9. When you are the apple of somebody's you are loved very much by that person.
10. I got bored at the party – the same old
11. Did you read this somewhere or did you just hear it by word of?

B. Grammar

The Passive. Causatives

I. Active and Passive

Take a look at the following sentences from the text about creativity:

'Great discoveries *were* often *achieved* more by chance.'

'The theory of right and left sides of the brain *was advanced*.'

The verbs in these sentences are in the *passive voice*. Compare them to the verbs in the following sentences: 'Creativity *is producing* the Big Idea', 'The instant Big Idea *does not exist*', which are in the *active voice*.

We use active verbs to say what the subject does

e.g. He writes several pages every day.

(the subject and the agent doing the action are the same, so we use an active verb)

We use passive verbs to say what happens to the subject

e.g. He is given several letters every day.

(someone else gives him letters)

The subject of the passive sentence is the same as the object of the active verb:

They	will		invite	the guests.	(active)
<i>subject/agent</i>				<i>object</i>	
The guests	will	be	invited.		(passive)
<i>subject</i>					

II. Form

Only transitive verbs can be used in the passive.

Remember the difference: transitive verbs take an object

She	gave	him	a pen.
			<i>object</i>

Intransitive verbs do not take an object

e.g. She was crying.

Some transitive verbs have two objects (a direct one and an indirect one): *buy, sell, pay, give, offer, lend, take, send, ask, show, teach, tell, promise* etc.

They	have bought	Jane	a house.
		<i>indirect object</i>	<i>direct object</i>
They	have bought	a house	to Jane.
		<i>direct object</i>	<i>indirect object</i>

Either the direct object or the indirect object can become the subject of the passive sentence:

Jane	has been bought	a house.
<i>subject</i>		
A house	has been bought	to Jane.
<i>subject</i>		

We form the passive by using *be (is/has been/was/had been* etc.) + *past participle* (the IIIrd form for the irregular verbs, the verb in -ed for regular verbs)

e.g. 'Left-brain/right-brain theory *has* since *been undermined* by research.'

	Active			Passive		
Pres. Simple	They	sell	clothes.	Clothes	are	sold.
Pres. Continuous	He	is repairing	the roof.	The roof	is being	repaired.
Pres. Perf. Simple	They	have chosen	some books.	Some books	have been	chosen.
Past Simple	They	called	John.	John	was	called.
Past Continuous	They	were reading	the instructions.	The instructions	were being	read.
Past Perf. Simple	They	had invited	the guests.	The guests	had been	invited.
Future Simple	They	will reserve	tables.	Tables	will be	reserved.
Future Perfect	They	will have opened	the theatre.	The theatre	will have been	opened.
'be going to' future	They	are going to call	everyone.	Everyone	is going to be	called.

Note that we do not use Present Perfect Continuous, Past Perfect Continuous, Future Continuous and Future Perfect Continuous in the passive.

The passive with modals: *modal + be + past participle*

e.g. 'At least two specific modes of thought *can be identified*'.

	Active			Passive		
<i>can</i>	They	can win	the race.	The race	can be	won.
<i>have to</i>	They	have to take	the books.	The books	have to be	taken.

For past form of modals: *modal + have been + past participle*:

	Active			Passive		
<i>may</i>	She	may have left	the message.	The message	may have been	left.
<i>ought to</i>	They	ought to have done	more tests.	More tests	ought to have been	done.

Questions and negatives are formed in the same way as in active sentences:

	Treasures	have been	discovered.
Have	treasures	been	discovered?
<i>auxiliary</i>	<i>subject</i>		
	Treasures	have not been	discovered.
		<i>auxiliary+not</i>	
	The letters	must be	sent.
Must	the letters	be	sent?
<i>modal</i>	<i>subject</i>		
	The letters	mustn't be	sent.
		<i>modal+not</i>	

Sometimes you need to use a passive infinitive

e.g. 'Little ideas....can later *be combined* in some way *to be presented* as a Big Idea.'

I want *to be informed* of any changes.

The plans appear *to have been changed* in the last minute. (perfect infinitive)

See also how we form the passive with verbs in -ing

e.g. Jane hates people *telling* her that she should get married. (active)

Jane hates *being told* that she should get married. (passive)

Exercises

I. Choose the correct form of the verb:

- 1) He *has been requested/has being requested* to attend the conference.
- 2) He *is saying/is said* to be a good opera singer.
- 3) The event *will be organised/will being organised* soon.
- 4) She *was been served/has been served* by several waiters.
- 5) They *had being showing/had been shown* the new machines at the exhibition.
- 6) At that time the coast *was hitting/was being hit* by the hurricane.
- 7) A treasure chest *was found/was been found* off the coast of India.
- 8) The first floor of that building *is been repaired/is being repaired* now.
- 9) They said they *would be forced/would been forced* to pay back the money.
- 10) New merchandise *will being purchased /will be purchased* next week.

II. Complete the second sentence with the appropriate auxiliaries/modals so that the sentence has a similar meaning to the first sentence. You may need a negative form of the auxiliary/modal:

- 1) He has collected 330 photographs in a book.
330 photographs collected in a book.
- 2) His teacher had to teach him how to take pictures.
He taught how to take pictures.
- 3) If these images hadn't been published, people might have forgotten the events.
The events forgotten if the images hadn't been published.
- 4) He hopes that people will not forget tragedies like this.
He hopes that tragedies like this forgotten.
- 5) Newspapers did not allow photographers to take pictures that cast the government in a bad light.
Photographers allowed to take pictures that cast the government in a bad light.
- 6) He knew he could saw a small hole in the floor of his family's single room.
He knew a small hole sawed in the floor of his family's single room.
- 7) His colleagues warned him that the authorities would criticize him for several hours.
His colleagues warned him that he criticized by the authorities for several hours.
- 8) No one found his negatives, but the officials no longer allowed him to take photographs.
No one found his negatives, but he allowed to take photographs any longer.
- 9) They knew that the Guards might brutalize the people.
They knew that the people brutalized by the Guards.

10) People were hitting the high officials with stones.

High officials hit with stones.

The passive with *get*

We can use *get* instead of *be* to form the passive when we want to emphasize that a change occurred or something happened by accident

e.g. The ship *got damaged* in the storm.

He *got moved* to another office.

We also use *get* in idiomatic expressions, without a passive meaning: *get dressed/changed/engaged* etc.

We can use 'empty subjects' in active sentences instead of the passive:

Active	Passive
<i>People</i> call them crooks.	They are called crooks.
<i>Someone</i> told me about the trip.	I was told about the trip.
<i>They</i> didn't hold the meeting.	The meeting was not held.

III. Use

We use the passive when we want to emphasize information, when it is not important who the agent is or when the agent is not known.

e.g. 'More creative people were seemingly right-side dominated; others who were more analytical but less creative *were described* as left-side dominated'.

(we do not know who the agent is)

Thousands of houses *were flooded* after the heavy rains.

(we are not interested in the agent of the action, what happened is important)

We use the passive in formal contexts (reports, official rules, etc.).

The agent

We can mention who did the action (the agent). We use *by* to introduce the agent

e.g. The announcement was made *by* the president of the company himself.

We leave the agent out:

– when we want the readers to focus on the result, not on the doer

e.g. Coffee breaks have been shortened. (we don't want to mention that the boss did it)

Heavy restrictions have been introduced. (an authority is involved)

– when the agent is obvious

e.g. He was given a ticket because he parked his car there.

(we know that the police did the action)

– when the agent is not known

e.g. Important documents have been stolen from the office.

We can also mention:

– when the action happened

e.g. The car was stolen *in* June.

– where the action happened

e.g. Payments can be made *at* the bank.

– what instrument was used to perform the action

e.g. He was hit *with* a wooden club.

IV. Special patterns with the passive

1. With certain verbs (*think, believe, understand, know, consider, expect, say, report*, etc.) we can use the following patterns:

<i>It +</i>	<i>passive verb +</i>	<i>clause</i>
It	is known	that he is talented.
It	is said	that he lost the book during the trip.
<i>Subject +</i>	<i>passive verb +</i>	<i>to-infinitive</i>
He	is known	to be talented.
He	is said	to have lost the book during the trip.

See also an example taken from the text:

‘The right side *was said to control* our inspirational and creative thoughts’.

We use these structures especially in news reporting.

2. The Stative Passive

The passive can be used to describe an existing state

e.g. ‘Both sides of the brain *are activated*’.

The shop *is closed*.

The form is called ‘the stative passive’ because the state, not the action is important; the action happened earlier. The past participle functions as an adjective.

See also participial adjectives with a passive meaning

e.g. The files <i>were lost</i> . (passive)	The <i>lost</i> files were important.
	adj.

3. Have Something Done

When we want to show that we do not do the action ourselves, but arrange for somebody else to do it, we use the structure *have something done*.

e.g. John *will have his car repaired*.

(the meaning is: John will not repair his car himself, he will hire a mechanic to repair it for him).

The past participle is used after *have* and *the object* to give a passive meaning:

		<i>have +</i>	<i>object +</i>	<i>past participle</i>
	She	had	her hair	cut.
	They	are having	their flat	decorated.
When did	you	have	your coat	cleaned?

We can use *get something done* with the same meaning, but *get* is more informal

e.g. They *got the walls painted*.

Sometimes *have something done* can be used with the meaning ‘experience something’ (usually unpleasant)

e.g. She *had her bike stolen* (somebody stole her bike).

Have something done and *get something done* are passive causatives. The causative verbs are: *make, have* and *get*. They show that A caused B to do something

1. *make + short infinitive* (not a *to-infinitive*): A forces B to do something

e.g. The lawyer *made the witness tell* the truth. (he forced him)

2. have + short infinitive: A requests B to do something
e.g. I *had him call* Jane. (I asked him to)
3. get + long infinitive (with *to*): A persuades B to do something
e.g. I finally *got my boss to give* me a raise. (I persuaded him to)

More exercises

III. Choose the most appropriate verb form (a or b) to fill the blanks in the following sentences:

1. They (a. had been chosen/b. had being chosen) from among a group of experts.
2. The secret document (a. was modified/b. was been modified) several times before the company president finally signed it.
3. She (a. was been called /b. has been called) by several reporters this morning.
4. The project (a. was been developed/b. was being developed) by the team that John Ashcroft had chosen.
5. They (a. had been found/b. had found) in the forest before being taken to the closest hospital.
6. They (a. were being interviewed/b. were interviewing) when the bomb went off.

IV. Choose the correct variant, a, b, c or d:

1. The flowers must..... regularly.
 - a) have watered b) be watered
 - c) being watered d) been watered
2. Money should.....to those poor families.
 - a) being given b) been given
 - c) be given d) have given
3. When you come back in Rome, we.....informed by our business partners.
 - a) shall been b) shall have
 - c) shall being d) shall be
4. The offers of several law firmsturned down in that competition.
 - a) have b) been
 - c) were d) being
5. The problem.....in the meeting tomorrow.
 - a) will have debated b) will be debated
 - c) will been debated d) will be being debated
6. The guestsvery well during their stay at the hotel.
 - a) have looked after b) have been looking after
 - c) were looked after d) were looking after
7. Several jewels....from the hotel safe yesterday around noon.
 - a) have stolen b) were stolen
 - c) stole d) were stealing
8. They.....promised a nice gift.
 - a) being b) been
 - c) have been d) were been

9. So far the Robinsons...several times by their neighbours.

- a) were suing b) sued
c) were being sued d) have been sued

V. The sentences in each pair have the same meaning. Complete the verbs in the second sentence:

- 1) They built that house several years ago.
That house several years ago.
- 2) They will bring the dessert in a moment.
The dessert in a moment.
- 3) They haven't done anything to improve the situation.
Nothing to improve the situation.
- 4) They had given her a present for her birthday.
She a present for her birthday.
- 5) Someone left the door open last night.
The door open last night.
- 6) That driver had hit three cars.
Three cars by that driver.
- 7) No one has found the solution to that problem.
The solution to that problem
- 8) The waiters are serving the supper now.
The supper now.
- 9) Someone has suggested that the meeting should be held in the auditorium.
It that the meeting should be held in the auditorium.
- 10) No one ever heard of the politician again.
Nothing ever of the politician again.
- 11) They gave Lauren some money for her drawing.
Lauren some money for her drawing.
- 12) They requested that the experts should inform the President on the latest developments.
The experts to inform the President on the latest developments.
- 13) You have to return the books before the date imprinted on the page.
The books before the date imprinted on the page.
- 14) People asked John to deliver his speech.
John to deliver his speech.
- 15) They will have sold that coat by the time we return with the money.
The coat by the time we return with the money.

VI. Put one of the following prefixes in each space in the sentences below. You may use some prefixes more than once:

im-	ir-	non-	il-	dis-	in-	mis-	un-
-----	-----	------	-----	------	-----	------	-----

Example: He had an *unglamorous* victory at the Olympics.

1. It's ...likely that she will compete again after her accident.

2. The director decided that the project had beenmanaged and appointed another team to implement it.
3. After the restoration works the building wasrecognizable.
4. His questions were consideredrelevant by the judge.
5. Although he had very good credentials he was considered ...mature and was not offered the position.
6. What they were trying to do was definitelylegal.
7. He called at anconvenient time and couldn't find her.
8. Leave out theessential elements, we do not have time to go into details.
9. They had aunderstanding some time ago.
10. He was completely ...satisfied with his job, so he decided to apply for a position in a different company.

Phrasal verb: PUT

Take a look at the following definitions:

put aside = a. save money

b. disregard

put away = put sth. in the place where it is usually kept

put down = write sth., make a note of sth.

put off = delay doing sth.

put on clothes/weight

put out a fire

put up with sth./sb. = accept sth./sb. annoying, tolerate

VII. Now fill the blanks in the following sentences with phrasal verbs taken from the box. Changes in form may be necessary:

put aside	put away	put off	put up with
-----------	----------	---------	-------------

1. He her nagging because she is a very good secretary.
2. She her book when she heard the bell and opened the door.
3. They their differences and made up.
4. They decided to the meeting because the CEO was sick.
5. They some money for their holiday.

C. Writing

Information Sheets, Leaflets, Brochures

The purpose of leaflets is to present information clearly to readers. Consequently it is important to break up the information into short sections with clear sub-headings. The layout and organization should be eye-catching. It is advisable to start with a direct main heading and continue in a direct style. The following text is a sample of a third year student's work:

<i>Heading</i>	World Trade Center: A Valuable Presence on the Market
<i>Sections</i>	<p>History</p> <p>One of the first major investment projects that changed Bucharest's face, the \$ 120 million USD World Trade complex was built in the northern part of the city shortly after 1990.</p>
<i>Practical information</i>	<p>Facilities</p> <p>In a highly competitive market, the WTC's two-level Conference Center has some of the best-equipped, modern facilities available in Bucharest. Its 10 conference rooms with a variable seating capacity cover the entire meeting and conference domain. Rooms range from smaller ones, accommodating 10 to 30 persons, such as the Cairo, Vienna, Moscow, Seoul or Taipei, to larger rooms, accommodating about 100 persons, such as the Mexico&Seoul hall. The New York Auditorium, which can hold up to 300 persons, is the only hall in Bucharest with an extendable amphitheatre.</p>
<i>Quoting a professional</i>	<p>Services</p> <p>'The newest facility we have introduced is the PR package', says the Conference Center coordinator. 'We are offering our potential clients the entire range of services related to event promotion and management: conference rooms, translation, pressroom, catering and hotel services.'</p>
<i>Extra information</i>	<p>And more!</p> <p>Focusing on special events promotion and trade shows, the WT Business Plaza is a multifunctional area of display. The Shopping Gallery hosts exclusive boutiques, a fashion and art gallery, bank offices and travel agencies, a beauty salon, restaurants and a post office.</p>
	<p>Business...</p> <p>Even with the real estate market in recession, WTC still has some of the most competitive renting offers for office spaces, says the Real Estate Managing Director.</p>
	<p>...and Fun!</p> <p>Last but not least, the residential dimension of WTC gathers a four-star hotel and the original concept of the WT Village, an exclusive residential area with all the modern facilities available on the market for the international business community. The Health Center inside the WT Village includes outdoor tennis courts, a swimming pool, a sauna and a restaurant, while The Club focuses on social and sporting activities.</p>
<i>Further information</i>	For further information please call our Office in Bucharest or visit our web page.

Practice

You work for a travel company. Your boss has asked you to prepare a leaflet giving general information about your city for foreign tourists. Write your answer in 180-200 words in an appropriate style.

UNIT 13

Revision

A. Vocabulary

I. Read the text below and decide which answer, A, B, C or D best fits each space. There is an example at the beginning (0):

Example:

0. A. at B. into C. of D. in

Pam, who is experienced (0) finding temporary and full-time employees for firms, has seen (1) of graduates who think they know what they want, but don't really understand what a job entails. By doing temp work, students can get a (2) in the door and an opportunity to see if (3) is the type of work they want to do.

Pam suggests students work temp jobs while they figure (4) what they want to do next. In the (5), temp jobs can become full-time positions. Statistics show that about 80 percent of the company's employees placed in temporary jobs were hired to (6) a full-time opening in the same company.

- | | | | |
|--------------|------------|-----------|-------------|
| 1. A. lot | B. plenty | C. most | D. many |
| 2. A. foot | B. hand | C. leg | D. arm |
| 3. A. he | B. that | C. there | D. (-) |
| 4. A. off | B. on | C. out | D. in |
| 5. A. period | B. time | C. while | D. meantime |
| 6. A. fill | B. appoint | C. fulfil | D. take |

II. Read the text and choose the best answer, a, b or c, to complete it:

If we're generous, we must (1) for multiple Shreks. In order of popularity, first there is the Shrek of movies. Then there is the (2) 'Shrek'. The children's book with story and pictures by William Steig, (3) in 1990. Now there is an audiobook, 'The One and Only Shrek', with the (4) story and five other Steig (5) narrated by Stanly Tucci and Meryl Streep. As drawn by Steig, Shrek is one ugly ogre. That's the (6) of the book's charm. And Shrek is ugly in a recording. He (7) on his quest for his princess and soon 'he came upon a peasant singing and scything.'

(from 'Easy Listening' by Malcolm Jones, in *Newsweek*, June 11th, 2007)

- | | | |
|------------------|-------------|--------------|
| 1. a. allow | b. accept | c. permit |
| 2. a. natural | b. original | c. true |
| 3. a. edited | b. issued | c. published |
| 4. a. main | b. title | c. principal |
| 5. a. happenings | b. tales | c. events |
| 6. a. heart | b. centre | c. core |
| 7. a. embarks | b. starts | c. sets |

III. Read the text below and decide which answer A, B or C is best fits the context.

Only one answer is correct:

Nothing seems more inevitable than (1) and death. Every plant, animal and person you have ever seen will (2) die. But some recent research suggests that aging may not be inevitable. It could be seen as a product of biological process that we (3) be able to control someday. No one knows for sure why aging (4)..... (5) the problems, recent results are encouraging.

- | | | |
|------------------|------------|-----------------|
| 1. A. old-age | B. aging | C. aged |
| 2. A. eventually | B. finally | C. lately |
| 3. A. might | B. should | C. must |
| 4. A. happens | B. appears | C. occurs |
| 5. A. However | B. Despite | C. Nevertheless |

IV. Match the words in column A with their definitions in column B:

- | A | B |
|--------------------|----------------------------------------|
| 1. accomplish (v) | a) suggest or offer |
| 2. degree (n) | b) completely |
| 3. break off (v) | c) succeed in doing something |
| 4. make up (v) | d) get something (by effort) |
| 5. manners (n) | e) stop doing something |
| 6. utterly (adv.) | f) invent a story |
| 7. juror (n) | g) a course of study at the University |
| 8. put forward (v) | h) ways of behaving |
| 9. strike (v) | i) a member of a jury |
| 10. gain (v) | j) hit against or crush |

V. You are going to read a fragment from a book called 'Web Production for Writers and Journalists', written by Jason Whittaker. Choose the most suitable heading from the list A – E for each part of the article. There is an example at the beginning (0):

Example: 0-1

0. Make your navigation controls consistent
- A. Less is more
- B. Three golden rules for Internet design
- C. Frontload important material
- D. Evaluate new technologies
- E. Always consider your audience

1. Create a template design and then stick to it, so that visitors aren't confused as they move between pages. You may need different buttons on each page, but try to locate links in the same place.

2. Clarity, interactivity and download times. The most exciting and attractive site in the world will become a lot less interesting and attractive if users have to wait half an hour for pages to download. Visitors want a site that is a pleasure to use, is simple to navigate through and loads quickly in their browsers.

3. Bear in mind that most people do not have a 19", or even a 17", monitor capable of displaying 1024x768 resolutions or higher, running the latest browser on the fastest PIII or G4 with a leased line.

4. Don't overload your page with fonts, graphics and animations. Not only can these take longer to download, too many cause your site to appear messy.

5. Visitors tend to work through web pages very quickly unless something grabs their attention, so you should place important material near the beginning.

6. Just because something is available on the Web does not mean that it is automatically worth placing on your site. Test new ideas and technologies before using them on your site.

B. Grammar

I. Choose the correct answer, a, b or c. Only one answer is correct:

1. Have you finished writing the essay?
a) already b) just c) yet
2. Sometimes love can be very painful.
a) the b) - c) some
3. I believe what she says because she's always been in the past.
a) reliable b) loyal c) kind
4. She said she come and see us on Friday.
a) will b) has c) would
5. He asked if they stay there all evening.
a) had to b) have to c) must
6. I regret him the truth. He seemed to upset.
a) to tell b) told c) telling
7. we invite them round for dinner? What do you think?
a) Shall b) Will c) Might
8. The houses in the area are built grey stone.
a) by b) with c) of
9. Having money than others doesn't mean you are really poor.
a) less b) fewer c) smaller
10. I bought these jeans very in the sales last week.
a) inexpensive b) cheap c) cheaply
11. The girl who was wearing a red dress behind a tree.
a) hided b) hid c) hidden

12. I you up at around 9 o'clock yesterday morning, but no one answered.
a) ranged b) rang c) ringed
13. Everyone knew that the government lots of problems in the past years.
a) has had b) have had c) had had
14. When I had a car I everywhere; now I'm much fitter because I walk or cycle.
a) drove b) drive c) have driven
15. Don't keep on about it. It's upsetting me.
a) talk b) to talk c) talking
16. He didn't regret leaving the village. He had friends there.
a) little b) few c) a few
17. I will help him if he me properly.
a) asks b) will ask c) asked
18. As soon as he home, he will book tickets for tomorrow morning flight. Is it OK?
a) gets b) got c) will get
19. That woman's just fallen over. Let's go and see her; she be hurt.
a) must b) might c) can
20. If you had told me about this problem earlier everything right now.
a) will be b) would be c) has been
21. They succeeded getting the new contract.
a) in b) of c) at
22. I've been looking forward to you for ages.
a) see b) seen c) seeing
23. They wish they more self-confident.
a) are b) were c) will be
24. Many people are out of work become depressed.
a) who b) which c) who's
25. Jean told me to give her a ring if I any help.
a) needed b) will need c) needs
26. We found information about ancient Africa.
a) a few b) little c) few
27. Supposing I the day off, I'd come with you.
a) have b) will have c) had
28. I don't like red meat but I do eat chicken.
a) the b) - c) some
29. Be careful! The tea is than the coffee we've already drunk.
a) hot b) more hot c) hotter
30. I'll introduce you to him when he over here.
a) comes b) will come c) came
31. The early morning is the time I work best.
a) that b) which c) when
32. I don't like staying up much midnight.
a) until b) after c) by
33. Jimmy, my brother, is very fond of musical instruments.
a) older b) elder c) oldest

34. I'll probably stay tonight as I've got a cold.
 a) in b) into c) on
35. The politician explains why he the election.
 a) have lost b) has lost c) had lost

II. Read the text and decide which tense variant is correct:

'The next moment soldiers came running through the wood. [...] Alice (1)..... (gets/got) behind a tree, for fear of being run over, and (2) (watched/ watches) them go by.

She (3) (thought/was thinking) that in all her life she (4) (never saw/had never seen) soldiers so uncertain on their feet; they (5) (were tripping/tripped) over something or other, and whenever one (6) (went/was going down), several more always (7) (was falling/fell) over him.'

(from *Through the Looking-Glass* by Lewis Carroll)

III. Fill in with the correct modal verb (can, could, may, might, should, need, must) to rewrite the sentences; you may need negative forms:

- It is possible that some plant species spread chaotically when introduced into the garden. Some plant species spread chaotically when introduced into the garden.
- It is advisable to spend about 30 minutes on this task.
Candidates spend about 30 minutes on this task.
- I don't believe he did such a thing to you. He's a reliable person.
He have done such a thing to you. He's a reliable person.
- It isn't necessary for them to speak with the manager. They can leave the application forms at the registration office.
They speak with the manager. They can leave the application forms at the registration office.
- You have to answer all the questions in the questionnaire.
You answer all questions in the questionnaire.

IV. Fill in the blanks with the right tense of the verb in brackets:

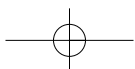
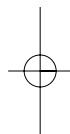
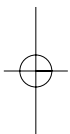
For most of the past two and half million years human beings (1).....(leave) their garbage where it (2) (fall). Man (3)(face) his first garbage crisis when he (4) (become) sedentary. When, rather than (5) (move) himself, he (6) (choose) to move his garbage. This brings us to an important truth. There are no ways of dealing with it that people (7)..... (not, know) for many thousands of years. Every civilization of any complexity (8) (use) them to varying degrees. A famous painter (9)..... (have) the idea of presenting the image of a city which (10).....(rise) above its garbage. Irony or sense of reality?

V. Choose the right answer (a,b or c). Only one answer is correct:

- I'll phone you later, I'm supposed to be at the moment.
 a) worked b) work c) working
- He acted as if he the best teacher in the world.
 a) is b) were c) has been

3. They build these cars hand, that's why they are so expensive.
a) by b) with c) of
4. If it rain, we will leave earlier.
a) didn't b) don't c) doesn't
5. The money you have, the more you spend.
a) little b) less c) more little
6. The crew were worried. The news about the weather bad.
a) were b) was c) are
7. If it for John, I would have left school for good.
a) hasn't been b) hadn't been c) wasn't
8. How luggage do you take with you?
a) much b) many c) little
9. There are students in the hall. I don't think the meeting will take place.
a) a few b) few c) some
10. You must take the pills two times day.
a) a b) one c) for
11. I won't give him any help if he me properly.
a) don't ask b) doesn't ask c) won't ask
12. I should some weight.
a) lose b) miss c) waste
13. I like my family to live nearer to me.
a) will b) shall c) would
14. I wish you playing that music.
a) stopped b) stop c) will stop
15. The boys live next door are leaving for the holidays in Scotland.
a) which b) who c) whom
16. She said that it there for days.
a) is raining b) has been raining c) had been raining
17. We'll be there before five in the evening. Autumns are cold and wet in that region.
a) have to b) must c) ought to
18. He in his garden when I arrived at his place.
a) was digging b) dug c) is digging
19. We decided to stop for a cup of coffee,?
a) did we b) didn't we c) isn't it
20. It's no use to help her.
a) to try b) trying c) of trying

Part 2



UNIT 14

Culture and Meaning

A. Reading comprehension

Early anthropological definitions of culture equated culture with socially learned ideas and behaviours. However, as Ulf Hannerz (among others) notes, “in the recent period, culture has been taken to be above all a matter of meaning”. But what is meaning?

Philosophers have long debated this, particularly with respect to the meaning of words and sentences. Some have proposed that the meaning of a term or sentence is its referent (i.e., the thing or situation in the world it stands for). Others, most notably John Locke, argued that linguistic expressions are the external, public mark of ideas in people’s heads and gain their meanings only in relation to those ideas. These two theories have fallen out of favour in the twentieth century. Taking their place for a while were behaviourist theories, which defined the meaning of a linguistic expression as the typical stimulus that gives rise to it and the response it evokes, and, more recently, theories that look for the meaning of a sign in either its pragmatic uses or its place in a larger system of signs [...].

More recently poststructuralists such as Jacques Derrida have started with the structuralist approach to meaning but questioned whether there are any stable sign systems, which leads them to the claim that meanings are endlessly “deferred”. These last three approaches are currently dominant in the philosophy of language [...].

We reject all three of the current *meaning-is-use*, *meaning-is-place-in-a-system-of-signs*, and *meanings-are-endlessly-deferred* approaches. The reasons for this [...] can be summarized as follows. *Meaning-as-use* pretends that people act without having anything in mind. *Meaning-as-emerging-from-a-system-of-signs* assigns a reality to these abstract systems that they do not have. Finally, *meanings-as-endlessly-deferred* delights in the ceaseless play of signs, forgetting that in the meantime people need some meanings to get them through the day. Instead, our definition combines aspects of earlier behaviourist (meanings are defined by their stimuli and responses) and ideational (meanings are ideas in people’s heads) approaches. While behaviourist and ideational theories have been seen as opposed in the past, we will present a cognitive paradigm that brings them much closer together and draws on the strengths of each approach while avoiding some of the criticism incurred by earlier versions of these theories.

The meaning we will give to “meaning” here is the interpretation evoked in a person by an object or event at a given time [...]. A person’s interpretation of an object or event includes an identification of it and expectations regarding it, and, often, a feeling about it and motivation to respond to it.

This definition makes meanings momentary states, as some current theorists would argue. Unlike these theorists, however, we also stress that these momentary states are produced through the interaction of two sorts of relatively stable structures: *intrapersonal*, mental structures (which we will also call “schemas” or “understandings” or “assumptions”) and *extrapersonal*, world structures. The relative stability of the world and our schemas has the effect that both in a given person and in a group of people who share a way of life, more or less the same meanings arise over and over. Our definition also makes meanings psychological (they are cognitive-emotional responses), but highlights the fact that meanings are the product of current events in the public world interacting with mental structures, which are in turn the product of previous such interactions with the public world [...]. For the time being schemas can be roughly defined as networks of strongly connected cognitive elements that represent the generic concepts stored in memory.

In other words, we are saying that what something (a word, an object, an event) means to somebody depends on exactly what they are experiencing at the moment and the interpretive framework they bring to the moment as a result of their past experiences. A *cultural meaning* is the typical [...] interpretation of some type of object or event evoked in people as a result of their similar life experiences. To call it a *cultural meaning* is to imply that a different interpretation would be evoked in people with different characteristic life experiences [...]. To the extent people have recurring, common experiences – experiences mediated by humanly created products and learned practices that lead them to develop a set of similar schemas – it makes sense to say they share a culture [...]. Culture [...] is [...] not some free-floating abstract entity; rather, it consists of regular occurrences in the humanly created world, in the schemas people share as a result of these, and in the interactions between these schemas and this world. When we speak of culture, then, we do so only to summarize such regularities.

(from ‘*A Cognitive Theory of Cultural Meaning*’,
by Claudia Strauss, Naomi Quinn)

Exercises

1. Choose the correct variant, a, b, or c according to the text:

1. A contemporary definition of culture would have to include reference to:
 - a. sentences;
 - b. meaning;
 - c. anthropology.
2. Theories dealing with the construction of meaning claim that the meaning of a word:
 - a. is its reflection in reality;
 - b. is formed irrespective of people’s ideas;
 - c. is part of a system of signs.
3. Poststructuralists claim that sign systems are:
 - a. unstable;
 - b. unlikely;
 - c. unquestioned.

4. The authors of the article do not agree that meanings are endlessly 'deferred' because:
 - a. abstract systems would become real;
 - b. people would not be able to understand each other;
 - c. people would need to answer to new stimuli.
5. According to the authors, meaning is built by:
 - a. interpretation of events;
 - b. identification of signs;
 - c. motivation of actions.
6. The new paradigm presented in the text implies that:
 - a. mental and world structures need to become unstable;
 - b. interactions between people destabilize meanings;
 - c. meanings are relatively stable because they are built through interactions among stable elements.
7. Cultural meaning is:
 - a. interpretation based on past experiences;
 - b. the common experience of people from the same culture;
 - c. the sum of regular schemas in a culture.

II. Match the words in column A with their definitions in column B:

A	B
(1) equate (v.)	a. happening for a long time without changing or stopping
(2) matter (n.)	b. not finished or perfected
(3) assumption (n.)	c. something that is the subject of discussion
(4) occurrence (n.)	d. something that happens, event
(5) deferred (adj.)	e. consider that two things are similar or equal
(6) ceaseless (adj.)	f. happening or occurring again
(7) rough (adj.)	g. something taken for granted, supposition
(8) recurring (adj.)	h. given in to the wish or judgement of another, yielded

III. Several sentences have been removed from this text. For section A match the gaps in the text (numbered 1-5) with the sentences that have been removed (numbered A-E). For section B match the gaps in the text (numbered 1-10) with the sentences numbered a-j:

Basic Human Values: an Overview
(by Shalom Schwartz)

Section A

When we think of our values, we think of what is important to us in our lives (e.g., security, independence, wisdom, success, kindness, pleasure). Each of us holds numerous values with varying degrees of importance. A particular value may be very important to one person, but unimportant to another. Consensus regarding the most useful way to conceptualise basic values has emerged gradually since the 1950's. We can summarize the main features of the conception of basic values implicit in the writings of many theorists and researchers as follows:

- (1) But they are beliefs tied inextricably to emotion, not objective, cold ideas.
- (2) They refer to the desirable goals people strive to attain.

(3) They are abstract goals. The abstract nature of values distinguishes them from concepts like norms and attitudes, which usually refer to specific actions, objects, or situations.

(4) That is, values serve as standards or criteria.

(5) Peoples' values form an ordered system of value priorities that characterize them as individuals. This hierarchical feature of values also distinguishes them from norms or attitudes.

The Values Theory defines values as desirable, trans-situational goals, varying in importance, that serves as guiding principles in people's lives. The five features above are common to all values. The crucial content aspect that distinguishes among values is the type of motivational goal they express. In order to coordinate with the others in the pursuit of the goals that are important to them, groups and individuals represent these requirements cognitively (linguistically) as specific values about which they communicate. Ten motivationally distinct, broad and basic values are derived from three universal requirements of the human condition: needs of individuals as biological organisms, requisites of coordinated social interaction, and survival and welfare needs of groups.

The ten basic values are intended to include all the core values recognized in cultures around the world.

Section B

Each of the ten basic values can be characterized by describing its central motivational goal:

Self-Direction. (1)

Stimulation. (2)

Hedonism. (3)

Achievement. (4)

Power. (5)

Security. (6)

Conformity. (7)

Tradition. (8)

Benevolence. (9)

Universalism. (10)

Our value priorities influence whether we develop particular abilities, choose particular friends, mates, jobs and travel opportunities, and even whether we move to settings with different political, economic, or religious systems. These value-based choices, in turn, create life circumstances to which we then adapt our values.

(at <http://www.fmag.unict.it>)

Section A

A. Values are a motivational construct.

B. Values guide the selection or evaluation of actions, policies, people, and events.

C. Values are ordered by importance relative to one another.

D. Values are beliefs.

E. Values transcend specific actions and situations.

Section B

- a. Restraint of actions, inclinations and impulses likely to upset or harm others and violate social expectations or norms.
- b. Preserving and enhancing the welfare of those with whom one is in personal contact (the 'in-group').
- c. Excitement, novelty, and challenge in life.
- d. Safety, harmony and stability of society, of relationships, and of self.
- e. Respect, commitment and acceptance of the customs and ideas that traditional culture or religion provide the self.
- f. Pleasure and sensuous gratification for oneself.
- g. Independent thought and action; choosing, creating, exploring.
- h. Social status and prestige, control or dominance over people and resources.
- i. Understanding, appreciation, tolerance, and protection for the welfare of all people and for nature.
- j. Personal success through demonstrating competence according to social standards.

IV. Look at the following mission statements posted on different web sites of important private companies, professional associations and universities around the world. Then answer the questions, matching numbers (1-20) to the letters (A-H). There may be more answers to the same question:

- (A) Law Association
- (B) Major Flight Company
- (C) University
- (D) Fire Department of City A
- (E) Law Firm
- (F) Corporation
- (G) Fire Department of City B
- (H) Carrier

1. Which company mentions in its mission statement:

- a. state-of-the art-equipment? (1) _____
- b. working for free? (2) _____
- c. profitability as a major goal? (3) _____
- d. having a responsibility towards citizens? (4) _____ (5) _____ (6) _____
- e. educational programs? (7) _____ (8) _____
- f. governmental institutions? (9) _____
- g. having a strategy for future development? (10) _____
- h. good working conditions for employees? (11) _____

2. Which company:

- a. organises conferences? (12) _____
- b. establishes contacts with the academic world? (13) _____ (14) _____
- c. seeks to meet customers' needs? (15) _____
- d. is interested in protecting the environment? (16) _____ (17) _____
- e. is policy-oriented? (18) _____
- f. is preoccupied with security issues? (19) _____ (20) _____

Mission statements

A. Law Association

Founded in 2000 to meet the complex challenges of law in the 21st century, our company has 550 members and 30 associate members. These core values are not just an empty mission statement; they underpin all that we do.

Independence

We are independent practitioners with a professional obligation to promote the interests of our clients, whoever they may be. The practice is committed to the protection of individuals' rights as well as the interests of corporate clients and public and governmental bodies.

Client care and quality of service

Individually and as a practice we are committed to providing a high quality of client care and legal service.

Practice diversity

We are committed to respecting the diverse practice aspirations of each member. The practice is run as an efficient business organisation, although the maximisation of income generation is not the principal goal of the practice itself.

B. Major Flight Company

Our Group's overriding strategic principle is to create long-term value coupled with profitable growth, using cash value added (CVA) as the key figure.

Core Values:

Attractive working environment

Our staff are integral to our success. We offer them good working conditions, commensurate incentives for personal development and an energising, international corporate culture. That makes us an attractive employer for qualified, motivated and service-minded personnel.

Social responsibility

We are committed to keeping a balance between business and social prerogatives. Environmental protection and sustainable development are prime objectives of corporate policy. Active engagement in social projects is ingrained in our corporate culture.

C. University

Our mission is to foster scholarly research on issues pertaining to economic policy reform in developing economies and economies in transition.

Focus on Development

Faculty and staff at our Centre research and distribute significant results on issues involved in the design, implementation and evaluation of policies that promote economic growth in developing countries. The objective is to promote economic development and to enhance the efficiency of the international economic system. Growth and improved economic performance in low-income and formerly centrally planned economies are essential to raise the living standards of the world's poor and to enhance global cooperation and security.

Programs

In pursuit of both breadth and depth, the Centre has programs that are topical as well as programs to study specific areas. It includes scholars who have in-depth knowledge of China,

India, Mexico, Chile, Indonesia and several other nations, and regularly convenes conferences on economic policy reform in China, India and Latin America.

Disseminating Information

We inform the outside world by publishing our research both for the scholarly community, and for general audiences through policy briefs and mass media. And we hold conferences in which academics, business leaders and government officials meet to discuss economic policies. We also interact on a small-group basis with our friends and supporters for less formal exchanges of ideas.

D. Fire Department of City A

As first responders to fires, public safety, medical emergencies and disasters, FD protects the lives and property of the City residents and visitors.

Service: The department continues its unwavering call to protect and serve.

Bravery: Bravery is the ability to overcome fear through fortitude, instinct, compassion for others and training.

Safety: We strive to keep our citizens free from danger, especially deliberate, harmful acts. With the best equipment and training, the department can reduce the risk to the public and its members at fires, emergencies and medical incidents.

Honour: The enormous commitment necessary to perform the department's tasks requires excellence of character. We inspire each other through pride in our unit, which is a belief that every action reflects on all the members of the unit, both past and present.

E. Law Firm

Members and Associates of our company have a shared commitment to the following values:

Teamwork and co-operation

Teamwork and co-operation are important values. Although members of the practice will remain individual practitioners, we are committed to working together to deliver legal services through sharing legal and practical knowledge and experience.

Public service ethos

We are committed to a public service ethos. This includes a commitment to publicly funded work, public interest litigation and, where appropriate, pro bono work. Such work is held in equal esteem with private client work.

Closer links between practising and academic lawyers

Academic lawyers have historically been an under used resource at the bar. We are committed to enhancing collaboration with academic lawyers.

Promotion of equality of opportunity

The practice seeks actively to promote equality of opportunity. It is a long term aspiration that the practice be comprised of roughly equal proportions of women and men, and that minorities be properly represented. It is one of the aims of the practice to help facilitate access to the legal profession to those traditionally excluded.

F. Corporation

At this company, corporate conduct is inseparable from the conduct of individual employees in the performance of their work.

Ethics

Every employee is responsible for adhering to business practices that are in accordance with the letter and spirit of the applicable laws and with ethical principles that reflect the highest standards of corporate and individual behaviour. We are committed to the highest standards of ethics and integrity.

Responsibility

We are responsible to our customers, to employees and their families, to the environments we inhabit, and to the societies we serve worldwide. In discharging our responsibilities, we do not take professional or ethical shortcuts. Our interactions with all segments of society must reflect the high standards we profess.

G. Fire Department of City B

The Department advances public safety through its fire prevention, investigation and education programs. The timely delivery of these services enables the FD to make significant contributions to the safety of the city and homeland security efforts.

*Core Values of the Department:**Dedication*

A commitment to the objectives of our mission is an essential part of our code of conduct. The faithful observance of duty calls for us to fulfil our obligations professionally and honestly.

Preparedness

By combining all of the components of our core values, the FD will maintain its constant state of readiness to meet all threats and challenges, traditional and new.

H. Major Carrier

Our company is one of the leading global network carriers. Simultaneously it is a globally operating aviation group with approximately 400 companies and subsidiaries. We aim to become the most attractive and most profitable European network carrier with a global offer.

*Strategic Principles:**Focus on customer benefits*

The customer is central to our business activities. We address customer requirements and offer products to meet those needs.

Accent on core skills

Our core skills determine our activities. Those skills encompass management of flight networks, nurturing partnerships, operating processes on the ground and in the air as well as the provision and maintenance of infrastructure and production factors.

System integration sets the pace

We further develop our system integration in order to extend our competitive lead over other locations, airlines and alliances. We cooperate closely with major partners, suppliers and infrastructure providers in order to integrate and optimise our core processes.

V. In some of the following lines there is an extra word. Identify it and write it in the space provided. If the line is correct, write OK in the space provided. There are two examples at the beginning, (0) and (00):

(0) _____ OK _____

(00) _____ self _____

Baby Talk Crosses Cultural Line

(by Nicholas Bakalar)

(0) It may be that when adults talk to babies, they use a language that
 (00) is universally self understood. Researchers made recordings of English-speaking
 (1) mothers talking to babies and to adults, after then played them to residents of a
 (2) Shuar village in Morona Santiago province in southeastern Ecuador. The Shuar are
 (3) an indigenous group of hunter-horticulturalists to who had been taught
 (4) Spanish but they have their own language, and the scientists wanted to see if
 (5) they could understand the meaning, even so without understanding any of
 (6) the words, when adults talked to babies in English. The researchers
 (7) recorded in four utterances from each of eight English-speaking mothers, suggesting
 (8) one of four categories of true meaning: prohibition, approval, comfort or
 (9) paying attention. When the Shuar listened to the recordings, they succeeded an average
 (10) of 75 percent of the time in distinguishing from the four meanings, with a success
 (11) rate of 86 percent in understanding prohibition. 'This is on the first empirical
 (12) demonstration that in a nonliterate, mainly indigenous culture, people are able to
 recognize meaning in a language they don't speak', said Gregory A. Bryant, a researcher.

(article in *The New York Times*, August 28, 2007,
 at <http://www.nytimes.com/2007/08/28/health>)

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____
- (6) _____
- (7) _____
- (8) _____
- (9) _____
- (10) _____
- (11) _____
- (12) _____

**VI. Choose the correct variant, a, b, c or d to fill the blanks in the following text.
There is an example at the beginning (0):**

- (0) A suitably B correctly C surely D really

About Dyslexia

Dyslexia is a condition in which a person is not able to (0) process written words from the eyes to the brain. This learning disorder (1) the person from fully and (2) recognizing and decoding words. Those affected have difficulty (3) reading materials and spelling correctly. Manuals (4) dyslexia as a “reading disorder.”

People with dyslexia do not have intelligence deficits or visual impairment. (5), a neurological disorder causes their brain (6) information differently from most people without the condition. This impairs the ability to read and write and may in some cases (7) to speech and language difficulties. Because people with dyslexia have problems reading and writing, they (8) special learning techniques in order to accumulate knowledge, develop their vocabulary and expand their learning. People with (9) dyslexia may never be accomplished readers, but those with (10) forms of the disorder may eventually read at normal levels for their age.

Dyslexia is a neurological problem that results from (11) functioning of the brain in (12) of language. People with dyslexia have brains that are wired differently from most people. Imaging tests show that when people with dyslexia read, different parts of the brain are active than in people who do not have dyslexia.

(article at <http://emotional.health.ivillage.com/attentionlearningdisorders/dyslexia2.cfm>)

- | | | | |
|--------------------|-------------|-----------------|--------------|
| (1) A precedes | B obviates | C prevents | D averts |
| (2) A accurately | B carefully | C strictly | D minutely |
| (3) A acquiring | B including | C comprehending | D receiving |
| (4) A understand | B count | C include | D classify |
| (5) A Contrarily | B Instead | C Adversely | D In place |
| (6) A to interpret | B to read | C to think | D to develop |
| (7) A arrive | B guide | C result | D lead |
| (8) A ask | B require | C beg | D request |
| (9) A serious | B dangerous | C severe | D deep |
| (10) A milder | B lesser | C softer | D slighter |
| (11) A improper | B weak | C unreasonable | D inaccurate |
| (12) A place | B reference | C relation | D terms |

B. Writing tasks

1. You have recently been asked to write a report to the Dean of your faculty on training and internship opportunities for students. You have conducted an investigation at companies in your area. Write your report to the Dean, mentioning the facts you have found and the conclusions you have reached. Use about 350 words.

2. Write an answer to the following expressing your opinion and giving arguments to sustain it: ‘What is the meaning of culture today?’. Use about 350 words.

C. Grammar. Verb complementation

It is important for an upper-intermediate/advanced student of English to be aware of basic elements of English syntax. In the following units students will study various aspects of syntax.

This unit introduces the terminology to be used in all other units and presents the types of verbs in English and their complementation, in other words, 'what follows' verbs – be it an object, a complement or a clause. Most of the elements presented here will be further developed in the rest of the units (such as: that-clauses and wh-clauses, the infinitive and the -ing forms).

The unit is structured as follows: we classify verbs (transitive and intransitive, link verbs, reflexive and reciprocal verbs) and present some sentence patterns, then we take a look at verbs which can be followed by that-clauses, wh-clauses, the infinitive, -ing, and at verbs with dependent prepositions and phrasal verbs.

1. Transitive and intransitive verbs

Transitive verbs are followed by an object.

The direct object refers to the person/thing affected by the action:

I	need	a pen.
	transitive verb	direct object

The indirect object refers to the person benefiting from the action:

Give	me	a pen.
transitive verb	indirect object	direct object

Transitive verbs can be used in the passive:

He was given a pen.

Intransitive verbs are not followed by an object:

It is raining #.

Intransitive verbs cannot be used in the passive:

Jane fainted.

There are verbs which are always transitive (such as *allow, have, make*) and verbs which are always intransitive (*hesitate, occur*). Some verbs can be either transitive or intransitive, sometimes with differences in meaning (*begin, eat, leave, see*).

The show *began* at 2.00. (no difference in meaning)

She *began* her career as an assistant manager.

'I *saw* her in the hall' ('noticed').

'Oh, I *see*!' ('understand').

STUDY BOX

TRANSITIVE AND INTRANSITIVE VERBS

A. TRANSITIVE VERBS (always): *afford, allow, bring, contain, deny, enjoy, fix, get, have, hit, inform, like, love, make, need, prefer, put, select, etc.*

B. INTRANSITIVE VERBS (always): *hesitate, occur, rain, remain, sleep, etc.*

C. TRANSITIVE/INTRANSITIVE VERBS: *answer, ask, begin, choose, eat, enter, grow, help, know, leave, read, see, touch, win, etc.*

2. Sentence patterns

1. S + V (intransitive or used intransitively)

My teeth *ache*.

The phone *rang*.

The people *came in*. (verb + adverb particle)

2. S + V + complement

A complement follows the verb 'be' or verbs similar in meaning (*appear, feel, look, prove, seem, smell, sound, taste* etc.). These verbs are called *link verbs*. They are often followed by adjectives or noun phrases:

I feel happy.

The soup tastes good.

It looks like a waste of time to me.

The subject is completed by the complement (the complement says something about the subject):

She is a lawyer.

See also this example taken from the text '*Culture and Meaning*':

'These last three approaches	are currently <i>dominant</i>	in the philosophy of language'.
	complement (adjective)	

3. S + V (intransitive) + adverb/prepositional phrase

Jane is sitting on a chair.

The most unexpected thing occurred yesterday.

4. S + V (transitive) + direct object

The mayor *called the Fire Department*.

'Behaviourist theories [...] defined *the meaning* of a linguistic expression'.

The direct object can be:

a noun:	They discussed <i>the problem</i> .
a pronoun:	The teacher called <i>him</i> .
a reflexive pronoun:	They committed <i>themselves</i> to the project.
an infinitive:	They want <i>to go</i> .
an -ing form:	He contemplates <i>resigning</i> his position.

Sometimes the verb can be followed by the direct object + *to/for* + *noun/pronoun* (*prepositional phrase*):

She confessed	<i>something</i>	<i>to me</i> .
They mentioned	<i>his case</i>	<i>to the teacher</i> .
	direct object	to + pron./noun

With these verbs (*announce, declare, describe, explain, propose, suggest* etc.) we cannot use a parallel structure where *to* + *noun/pronoun* comes immediately after the verb:

She proposed a deal to me.

* She proposed me a deal. (wrong)

5. S + V (transitive) + indirect object + direct object

She gave me the letter.

Verbs which can have two objects (*bring, buy, give, offer* etc.) are followed by the indirect object that refers to a person.

If we want to emphasize the direct object and move it right after the verb, the indirect object is introduced by *to* or *for* (*prepositional phrase*):

She gave the letter to me.

(compare with: *She announced me the program).

If the direct object is a pronoun, we usually place it immediately after the verb:

She bought me a present.

She bought it to me.

Some of the verbs taking pattern 5 can be followed by *to* (*give, lend, offer, pay, read, tell, write* etc.), some by *for* (*buy, choose, find, keep, prepare, reserve* etc.) and some can be used without them (*ask, promise, show, tell* etc.):

I gave something to him.

I bought something for you.

I asked him to go.

6. S + V + object + complement

Verbs like: *appoint, call, consider, declare, elect, make* etc. can be followed by an object and a complement, which is a noun or sometimes an adjective:

They consider him a hero/brave.

These verbs are often used in the passive:

The door was left open.

3. Reflexive and reciprocal verbs

Many transitive verbs can be used with reflexive pronouns:

The little boy gave himself a little present.

Some verbs (*assert, absent, amuse, blame, enjoy, introduce, prove* etc.) are always or very often reflexive:

He prides himself on his skills.

Some verbs change their meaning if they are used with reflexive pronouns:

Help me!

Help yourself! ('take it')

Some verbs are not normally reflexive (*get up, sit down, stand up*):

He woke up.

Some verbs are generally used intransitively, but they can be followed by reflexive pronouns for emphasis:

He washed himself.

Some verbs (usually called reciprocal verbs, like: *argue, disagree, fight, make up, marry, split up* etc.) are used intransitively:

They married (not: *They married each other or *They married themselves).

4. Verbs followed by *that*-clauses and *wh*-clauses

Take a look at these examples taken from the text *Culture and Meaning*:

'Some have proposed *that the meaning of a term or sentence is its referent*.'

'*What something [...] means to somebody* depends on exactly *what they are experiencing at the moment*.'

'Poststructuralists [...] questioned *whether there are any stable sign systems*.'

These are examples of Noun Clauses used after certain verbs. A full description of Noun Clauses is given in the following chapter (Unit 15). For the moment you should keep in mind that report verbs (see Study Box from unit 16) such as *admit, answer, argue, ask, declare, deny, emphasize, guess, imagine, prove, remark, report, state, suggest, think* etc. and verbs referring to mental processes ('verbs of thinking') are usually followed by *that-clauses* or *wh-clauses*:

I think that you are right.
I can't imagine what she told him.
I can't decide whether she is right or wrong.

Some of these verbs can be followed either by a *that-clause*, or by *object + to-infinitive*:

I promised to tell her the news.
I promised that I would tell her the news.
I know him to be smart.
I know that he is smart.

5. Verbs followed by -ing or infinitive

A full description of the Infinitive and the Gerund is given in chapter 18. You should keep in mind that some verbs (such as *agree, arrange, decide, demand, desire, expect, seek, threaten* etc.) can be followed by the infinitive and some others (*adore, consider, deny, detest, fancy, imagine, mention, prevent, resist, suggest* etc.) by -ing.

Some verbs can take an object before the infinitive or -ing form:

I expect him to be quite intelligent.
I don't like their/them telling me what to do.

Go to the Study Box in unit 18 for a list of verbs taking these patterns.

6. Verbs used with prepositional (adverbial) phrases

A prepositional (or adverbial) phrase is formed of a preposition and its object, which can be a noun or a pronoun.

She arrived	in	the city.
	preposition	object (noun)
	prepositional phrase	

The river was running quickly. The log floated	down	it.
	preposition	pronoun
	prepositional phrase	

Adverbial phrases of *manner, place, time* are made up of a preposition and a noun: *in a hurry, on the table, in July, since August*.

Most verbs of movement and position (*arrive, drift, face, shuffle, sit, slide, stagger, stretch* etc.) are used with prepositional phrases.

Some verbs are used with an object + prepositional phrase:

She invited them in the hall.

7. Patterns of verb + preposition/particle

Many verbs in English combine with prepositions and adverb particles, such as: *above, after, by, down, in, off, on, over, through, up*. Some of the verbs used in this way are phrasal verbs (verbs that combine with a preposition/adverbial particle to form a phrase whose meaning is different from that of the verb or the particle).

Students need to remember that sometimes the meaning of the verb and/or particle remains quite the same (*apply for something, tell someone about, wish for something*) and sometimes the combination verb + particle bears almost no resemblance to the meanings of the verb and of the particle, taken separately (*come across, come over, gather from, hold to, keep at, make of, run for, see about, stand by, turn against* etc.).

Further we will take a look at some patterns with phrasal verbs:

1. Type 1: verb + preposition + object

She looked at her watch.

Usually the prepositions are not separated from the verbs (except for questions or relative clauses):

The problem with which they dealt was difficult.

We tend to move the preposition closer to the verb:

The problem they dealt with was difficult.

STUDY BOX

Phrasal verbs: verb + preposition + object

ask for (trouble), bear with (people), break with (sb.), come across (a book), count on (help), die for (a drink), get at (sb.), hold to (an agreement), keep at (it), look into (a problem), run into (problems), stand by (sb.), turn against (sb.), etc.

2. Type 2: verb + particle + object

This category differs from the first in that they don't necessarily take an object and are used in the passive:

They brought up their son well.

He was well brought up.

STUDY BOX

Phrasal verbs: verb + particle + object

break off (an engagement), bring up (an issue), carry out (a test), draw up (a document), get (message) across, let (sb.) down, look over (a paper), look (a word) up, put (ideas) across, see (sb.) off, work (a problem) out, etc.

The article can be separated from the verb:

I filled the form in.

Many phrasal verbs with idiomatic meaning fall into this category.

3. Type 3: verb + particle (no object)

Verbs in this category are not followed by an object and cannot be used in the passive.

Prices have come down.

I stayed up all night.

The meaning of the phrasal verb is usually far from the meaning of the verb and of the particle.

STUDY BOX

Phrasal verbs: verb + particle (no object)

break down, catch on, come about, cut in, fall in, get up, give in, keep on, look up, open up, run out, step in, turn out, turn up, wear off, work out, etc.

4. Type 4: verb + particle + preposition + object

These verbs end in prepositions and are followed by objects.

He came up with a good idea.

She promised not to go back on her word.

There is no choice in prepositions following the particles, they must be learned as such.

STUDY BOX

Phrasal verbs: verb + particle + preposition + object

brush up on, come down to, come in for, come up with, do away with, fall back on, get away with, get back at, go back on, live up to, look down on, put up with, run up against, speak up for, stand in for, stand up for, talk out of, tie in with, etc.

Exercises

1. Each of the following sentences contains mistakes. Identify them and write the correct variant in the space provided:

1. They young man offered helping the policemen to find the burglars.

2. He explained us the situation and apologized for his mistake.

3. The prime-minister assumed responsibility for the dramatic increase in prices and kept blaming him for that.

4. During the attack he distinguished through bravery.

5. They made up with each other and became good friends.

6. If you don't like our plan, just suit you!

7. I know him being a bright physician.

8. He was subjected of a long cross-examination by the lawyer during the trial.

9. These freshmen seem to be lacking from a true will to learn.

10. Although they competed for each other in the finals, they were still best friends.

II. Choose the correct variant, a or b, to fill the blanks in the following text. There is an example at the beginning (0):

(0) *be*

'She liked to (0) *a. be/b. become* active though at times she (1) *a. made/b. gave* an impression of repose that was (2) *a. of/b. at* once static and evocative. This was (3) *a. because/b. due* she knew few words and believed (4) *a. of/b. in* none, and in the world she was rather silent contributing (5) *a. -/b. with* just her share of urbane humour with a precision that approached (6) *a. to/b. -* meagreness. But at the moment (7) *a. that/b. when* strangers tended (8) *a. to grow/b. to seem* uncomfortable in the presence of this economy she would seize the topic and rush off (9) *a. to/b. with* it feverishly surprised (10) *a. with/b. -* herself.'

(from 'Tender is the Night', by Scott Fitzgerald)

III. Decide which words can be used with the phrasal verbs below. Use each word only once:

A

B

- | | |
|----------------|--------------|
| 1. the past | a. make up |
| 2. a list | b. hold back |
| 3. a cigar | c. dwell on |
| 4. information | d. draw on |
| 5. an excuse | e. draw up |

IV. Add particles to the verb so as to form expressions:

a. TAKE

after	down	off	on	over	up
-------	------	-----	----	------	----

take your father
 take a new look
 take scaffolding
 take glasses
 take room
 take a company

b. BRING

about	back	down	in	out	up
-------	------	------	----	-----	----

bring prices
 bring an album
 bring memories
 bring change
 bring money
 bring children

c. LOOK

after	down on	for	into	over	up
-------	---------	-----	------	------	----

look a leaflet
 look work
 look children
 look a word
 look a crime
 look subordinates

V. Match the phrasal verbs in column A with their definitions from column B:

A	B
1. come up against (sth.)	a. to make a short visit to someone in their home
2. calm down	b. to interrupt sb. when they are speaking
3. carry out	c. to do or complete something important
4. drop in	d. to drive a car to the side of the road in order to stop
5. keep at (something)	e. to continue working hard at sth. difficult
6. jump in	f. to accept that a difficult or unpleasant situation exists
7. face up to (sth.)	g. to not tell sb. about sth.
8. fall behind (sth./sb.)	h. to have to deal with a difficult situation
9. keep sth. from sb.	i. to stop feeling upset, angry, or excited
10. pull over	j. to fail to develop at the same rate as sth. else, or to fail to achieve a standard reached by other people

VI. Put the phrasal verbs from the box into the gaps in the sentences below. Use each phrasal verb once only. Some changes in form may be necessary:

go along with	step aside	tie in	reach out to	run away
come up against	speak up	throw into	take off	spill over
take back	put out	put up with	speak out	sit up

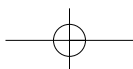
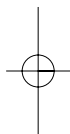
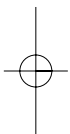
1. They were very tired when they reached home, so they the lights and went to sleep early.
2. I've decided his constant complaining any longer.
3. When I most needed help, she me and gave me good advice.
4. You will never feel better about yourself if you keep from responsibilities.
5. Mom was really angry when she had to and wait for Jane until 2 a.m.
6. The inflation eventually into worrying poverty throughout the country.
7. If you want people to really know how miserable you feel about it, just
8. She decided to for Jim's promotion because she really appreciated him.
9. It is time he so that she can take over the project and turn it into a success.
10. The board decided to the building that they had sold for a small price in fall, although they had to pay quite a lot for it.
11. She wanted to some time work and travel the world.

12. She is not exactly the kind of girl who herself something new without pondering.
13. What he says about the event doesn't really with what she claims to be the truth.
14. If you decide to present your ideas to the committee, I'll justyou all the way.
15. She could not meet the deadline of the project because she the board who blocked all financing.

VII. Replace the italicized verbs in the sentences below with phrasal verbs made using the verbs and particles from the boxes. Changes in the form of the verb may be necessary:

break	call	come	look	set	wear	down	into	off	out	up	with
-------	------	------	------	-----	------	------	------	-----	-----	----	------

1. The little child *became ill with* a cold and had to lie in bed.
2. They *cancelled* their wedding because they were fighting all the time.
3. She was *very tired* because she had looked after the sick child all night.
4. They *started* their business several years ago and it was an instant success.
5. The police *have investigated* the thefts at the shops in the area.
6. She has just *ended her relationship* with her fiancé and is broken-hearted.



UNIT 15

Personal Development

A. Reading comprehension

Help! I Can't Cope

A friend who had lived in New York during the 1970s was recently here for a brief visit. I asked him what, in this ever-changing city, he found to be most startlingly changed. He thought for a minute before answering. 'Probably the visible increase in the number of smokers', he replied.

My astonishment at this comment was so palpable that he felt obliged to explain. 'Haven't you noticed,' he asked with surprise, 'all these young women standing furtively in doorways? You never used to see that when I was here.'

He was right. Most American office buildings no longer allow smoking on the premises, driving those who can't resist the urge onto the streets. The sight of them, lounging on 'coffee breaks' near the entrances to their workplace, puffing away, has become ubiquitous.

Signs of stress have become all the more visible after September 11. Stress is probably better measured anecdotally than statistically. I'm not aware of surveys on this matter, but anyone living in New York these days has stories of friends who, amid the scares of 9-11 and its aftermath, have sought solace in cigarettes. I used to go to a gym in the MetLife Building over Grand Central Terminal. Some days so many people stood outside, tensely smoking, that I assumed an evacuation had just been ordered. At least three friends who'd given up tobacco have lapsed back in to the habit, claiming they couldn't calm their nerves any other way. Others have increased their previously reduced intakes. Some, in their quest for a crutch, have begun smoking for the first time.

New Yorkers, of course, are coping in more imaginative ways, as well. A friend swears he knows someone who has stashed a canoe in his closet in case he needs to escape Manhattan by river. Another says he has moved a heavy objet d'art into his office so that he can smash the window if a firebomb makes the elevator or the stairs impassable. A woman working on one of the lower floors of her office building has acquired a rope long enough to lower herself to the ground; one who works at the top of a skyscraper tells me she's looking into the purchase of a parachute.

One close acquaintance, concerned about my welfare as an international civil servant, tells me I should not be going to work at the United Nations without ensuring that I have, in my desk drawer, a flashlight, spare batteries, a clean cloth and water to dampen it with, all to facilitate an efficient exit through smoke and darkness. Though touched by her solicitude, I have

not yet taken her advice. But I believe her when she tells me that many others have, especially her female friends.

Recent polls indicate that American women are, in fact, more stressed out than men. Over 50 percent in one national survey of 1,000 adults admitted to being 'very' or 'somewhat' worried in the wake of the terrorist assaults, according to the Pew Research Centre. The anthrax scare may have receded. But recent incidents, from the airplane crash in the New York borough of Queens to the arrest of the London 'shoe-bomber' to rumours of suitcase nukes, seem to have had permanently unsettling effects. Take food. A surprising number of people are apparently unable to touch their plates. (Some happily, discovering that fear is the best diet). Others are eating too much, seeking reassurance in 'comfort food'. Given the alternative, smoking seems a reasonable refuge.

And let us not forget other obsessive coping behaviours. A surge in compulsive shopping, redecorating, drinking and self-medicating has been reported, along with exercising, buying music and moviegoing. As people deal with their fears, the newspapers tell us the economy is bouncing back. Could ordinary people's coping mechanisms be helping spur a national recovery that, in the first weeks after September 11, had seemed a distant prospect? Few things could be more American than giving in to your weaknesses – and finding that makes the country stronger.

(article by Shashi Tharoor, in *Newsweek*, January 21, 2002)

Exercises

I. Match the words in column A with their synonyms in column B:

A	B
1. quest (n.)	a. buy
2. urge (n.)	b. nuclear weapon
3. nuke (n.)	c. store
4. stash (v.)	d. search
5. acquire (v.)	e. encourage
6. spur (v.)	f. strong wish
7. palpable (adj.)	g. sneakily
8. furtively	h. obvious, tangible

II. Match the words in column A with their definitions in column B:

A	B
1. premises (n.)	a. period of time after an incident, war
2. crutch (n.)	b. feeling of emotional comfort, when you are sad
3. aftermath (n.)	c. spend time doing nothing
4. solace (n.)	d. manage to deal with a difficult situation
5. lounge (v.)	e. the buildings and land a company uses
6. cope (v.)	f. a stick that helps you walk; sth. that gives you support

III. Decide whether the following sentences are true (T) or false (F), according to the text:

1. The ban on smoking in offices has made many people quit their job.
2. People smoking in the street are a common sight in New York these days.

3. The author has conducted an extensive inquiry into the smoking habits of New Yorkers.
4. The author asserts that smoking is the preferable cure for stressed people.
5. The author includes among the stress triggers: fear of being trapped on the island of Manhattan, fear of being unable to exit a building on fire, fear of not being able to use the staircase in case of an attack on an office building.
6. The author implies that the escape plans he mentions are useless.
7. The author pretends that he is an easy target for terrorists, as an international civil servant.
8. There are emergency kits which include flashlights and spare batteries at the United Nations for all employees.
9. 50% of the women taking part in the survey carried out by Pew Research Centre admit to being stressed.
10. People now seem to be less scared about terrorists using anthrax in their attacks than they used to.
11. Among forms of terrorist attacks the author mentions hijacking, bombing, and nuclear attack.
12. Food can help relieve some of the stress.
13. People tend to exercise less and go out less often because they are stressed.
14. The author launches the idea that some of the recovery of economy can be attributed to the people's response to stress.
15. The author concludes that the solutions adopted by the American people to deal with stress are quite unusual.

IV. Read this article on the webpage of an NGO. Then fill the blanks in the text with words derived from those of the right. There is an example at the beginning (0):

(0) *threatened*

What is stress management?

Stress is a normal physical reaction that occurs when you feel (0).....	THREATEN
or overwhelmed. The (1) of a threat is as	PERCEIVE
(2) as a real threat. Dealing with an	STRESS
(3) large number of everyday	USUAL
(4), many people are under enormous stress,	RESPONSIBLE
which can have (5) effects.	SETTLE
The stress response can (6)you physically and	ABLE
(7) The goal of stress management is to bring your	EMOTION
nervous system back into balance, giving you a sense of (8) and control in your life.	CALM
People who effectively manage stress consider life a challenge rather than a series of (9), and they feel they	IRRITATE
have control over their lives, even in the face of (10)	SET
There are no 'one size fits all' solutions to managing stress. Every individual has a unique response to stress, so experiment with a variety of approaches to manage and reduce stress to learn what works best for you.	

(article at www.helpguide.org/mental/stress_manag_relief_coping.htm)

V. In some of the lines below there is an extra word. If the line is correct, write OK in the space provided. If the line contains an extra word, write in the space provided. There are two examples at the beginning, (0) and (00):

(0) ___OK___

(00) ___which___

Stress Triggers

- (0) Unusual levels of stress can negatively impact your ability
 (00) to accomplish personal goals and which maintain good health. Challenges
 (1) such as to resolving a family crisis or losing weight become
 (2) more difficult when stressors mount. Situations that create
 (3) stress – the condition whom we experience when demands
 (4) further exceed our ability to cope – are as unique as you are. For example,
 (5) one person may find it stressful that to plan and host a celebration
 (6) but for friends or family. Someone else might enjoy the
 (7) creative aspects of the hosting such an event and even find it gratifying.
 (8) Other causes of stress are also obvious – for example, you lose your
 (9) job. But don't overlook the daily hassles and demands that
 (10) also contribute to your stress level – having too much work to do it or your daily commute. Over time such persistent little things can accumulate and wreak more havoc on your health than do the sudden big things.

- (1) _____
 (2) _____
 (3) _____
 (4) _____
 (5) _____
 (6) _____
 (7) _____
 (8) _____
 (9) _____
 (10) _____

(article 'Tips for coping with stress',
 at www.mayoclinic.com/health/coping-with-stress/SR_00030)

VI. Choose phrasal verbs from the box to complete the sentences below. Changes in form may be necessary. There is an example at the beginning (0):

(0) Autumn*has set in*..... very early this year.

give in	lapse into	bring back	set back	seek out
give up	look into	find out	bring in	set aside
				<i>set in</i>

1. After she lost her job, sheheavy smoking.
 2. I advised her to try notto such pressure.
 3. I am going to wear tonight the dress that Johnfor me from Italy.
 4. That delay in the investment project our company by several months.

5. The investigations department keep the person who has spread secret information on the company.
6. They decided their differences for the well-being of the company.
7. That merger will eventuallya lot more money than we invested.
8. The managing director was very surprisedabout the acquisitions plan.
9. He is abouthope of ever being promoted.
10. The CEO has promisedthe disappearance of pension funds.

B. Writing tasks

1. You have been asked to write a report for the next issue of your students' magazine on the topic: 'Stress Management'. Write your report, giving details about the research you have made on the topic, the findings and the solutions found by students to deal with stress. Use about 300-350 words.
2. An online students' magazine has asked its visitors to write essays giving their opinion on the following statement: 'Self-help books do not really help you develop your personality.' Write your essay, discussing how far you agree with this statement. Write about 300-400 words.

C. Grammar. Noun Clauses

Look at the following examples taken from the text 'Help! I Can't Cope':

'Recent polls indicate *that American women are, in fact, more stressed out than men.*'

'As people deal with their fears, the newspapers tell us *the economy is bouncing back.*'

The sentences in italics are examples of Noun Clauses.

A *clause* consists of a subject and a finite verb which can be followed by a complement or an object:

John	is	nice.
		complement (a complement follows the verb 'be' or verbs which are similar in meaning, such as 'appear', 'look', 'seem' etc.)
John	met	<i>a girl.</i>
		object
Who	did he meet?	A girl.

Sentences in English can be *simple*,

John	ate	the cake.
S	V	object

compound (containing more than one clause),

John ate the cake and felt better at once.

or *complex*:

When John ate the cake, he felt better.

In a complex sentence we can sometimes have Noun Clauses. An upper-intermediate/advanced student of English should be aware of some aspects related to Noun Clauses.

The following presentation is structured as follows:

1. definition;
2. types of Noun Clauses;
3. description.

1. Remember that a noun can be used as a subject or as an object:

John	ate	the cake.
S	V	object

Similarly, a Noun Clause will be used as a subject or as an object; instead of using a noun, we will use a clause, meaning a subject and a finite verb followed (or not) by a complement or an object:

His idea	was bright.	I liked	<i>his idea.</i>
noun; subject			noun; object
What he said	was bright.	I liked	<i>what he said.</i>
Noun Clause; subject			Noun Clause; object

A Noun Clause (or 'nominal clause') does the same thing as the noun, it refers to a fact or an idea. We can replace a noun by a pronoun. Similarly, we can use pronouns ('it', 'that') to refer to Noun Clauses:

What she told me was surprising.

That was surprising.

I know that Mary is a bright kid, but Mary shouldn't be aware of *it*.

We cannot always use a pronoun in the same position as the Noun Clause, especially after adjectives:

I'm *happy* to know that.

We can always refer to a Noun Clause using 'it' or 'that'. If we cannot, the construction is not a Noun Clause:

'A friend swears he knows someone [...]. *That* doesn't surprise me.'

But:

Friends *that don't come together in distress* are not real friends. (Relative Clause).

'A woman [...] has acquired a rope long enough *to lower herself to the ground.*' (Infinitive of Purpose, see unit 18)

Not all the sentences beginning with 'that' are Noun Clauses:

'My astonishment at this comment was so palpable *that he felt obliged to explain.*' (Result Clause)

'...a national recovery *that [...] had seemed a distant prospect.*' (Relative Clause)

2. Types of Noun Clauses

There are several types of Noun Clauses, depending on whether they are derived from statements or questions and on the verbs used in the Noun Clauses (finite or non-finite):

1. That-clauses

It seems to me *that he is right*.

'I believe her when she tells me *that many other have*.'

2. Wh-clauses

I wonder *who can help me*.

'I asked him *what [...] he found to be most startlingly changed*.'

3. Exclamation clauses

I can't believe *how beautiful she has become*.

4. To-infinitive clauses

To realize how little you know is a sign of intelligence.

5. -ing clauses (gerunds)

Applying for that job was foolish.

6. Nominal relative clauses

I'll just do *what I like*.

The relative pronoun ('what', in this example) functions both as a noun and as a linking relative pronoun.

In this chapter we will present mainly the first two types of Noun Clauses. Infinitive clauses and -ing clauses will be dealt with in chapter 18.

1. That-clauses

That-clauses are mainly derived from statements (expressions of an idea or a fact):

'Fear is the best diet.'

People have discovered *that fear is the best diet*.

You may remember that we can omit 'that' if the Noun Clause functions as an object:

'[She] tells me [that] she's looking into the purchase of a parachute.'

When the Noun Clause is used as the subject of the sentence, we cannot omit 'that':

That modern life is stressful is known by everyone.

However this construction is quite formal and rare. We tend to use 'it' as a subject and place the Noun Clause at the end of the sentence:

It is well-known that people are stressed nowadays.

In this case we don't omit 'that'. We tend to drop it when we use the phrases 'it is a pity', 'it is a shame' or after some adjectives:

It's a shame *that he didn't take that job*.

It's odd *that you should say that*.

Positions of that-clauses

1. That-clauses as the subject of a verb:

That people are not treated equally is outrageous.

Some of the most common expressions used to avoid this construction are: *it is my belief/my impression/my theory/a fact/a shame/a pity/true/surprising/strange/obvious/unfortunate/thought/widely believed/unlikely*.

We often use the expressions ‘the fact that’, ‘the idea that’ to avoid placing Noun Clauses at the beginning of a sentence:

The idea that she is a liar is unbelievable.

‘The fact that’ can follow prepositions and prepositional phrases like: *due to, owing to, because of, in spite of, despite*:

Despite the fact that she was tired, she joined us.

You can notice that nouns (*evidence, experience, impression, opinion, possibility, sign, view*) and adjectives describing feelings (*afraid, glad, happy, pleased*) are used in these structures:
I'm afraid I cannot tell you his secret.

2. That-clauses as *the object* of a verb

People believe *that John is very bright*.

‘That’ is often omitted:

I assumed an evacuation had just been ordered.

That-clauses are common after report verbs (such as *assure, convince, inform, remind, tell* – see the Study Box in Unit 16) and their related nouns (*conviction, explanation, suggestion* etc.):
She informed me she would be late.

[...] claiming they couldn't calm their nerves any other way.'

Reported Speech will be dealt with in Unit 16 in detail. For the moment you should keep in mind that after some verbs (such as *advise, demand, insist, recommend, request, suggest*) and expressions (*it is essential/important/imperative/necessary*) we use the subjunctive:

Jane suggested that he *go* to the party alone.

or the alternative structure with ‘should’:

Jane suggested that he *should go* to the party alone.

II. Wh-clauses

Noun Clauses can begin with a question-word (*who, whom, whose, what, which, when, where, why, how*) when they are derived from questions beginning with a question word:

Who called you?

She wanted to know who called me.

Noun Clauses can begin with ‘whether’ or ‘if’ if they are derived from yes/no questions:

Are you coming with me?

She wants to know whether I am coming with her or not.

Notice that the word order is changed in reported questions:

	<i>Who</i>	<i>did</i>	<i>you</i>	<i>call?</i>
	wh-word	auxiliary	subject	verb
<i>She wants to know</i>	<i>who</i>		<i>I</i>	<i>called.</i>
	wh-word		subject	verb

Remember that there are cases when the question-word can function as the subject of the sentence, in which case the word order remains unchanged in the Noun Clause:

	<i>Who</i>	<i>comes</i>	<i>with me?</i>
<i>She asks</i>	<i>who</i>	<i>comes</i>	<i>with her.</i>

Positions of wh-clauses

The wh-clause can be used in these positions:

- a) as a subject:
What country he is from is still a mystery to me.
- b) after 'be':
The question is *who can design such a house*.
- c) after reporting verbs (such as *decide, discover, explain, find out, forget, know, remember, see, understand* etc.):
I wonder *what he did wrong*.
- d) after verb + preposition or adjective + preposition:
This depends on *who calls us back*.
I'm sorry for *what I said*.

Infinitives in wh-clauses

Question words introducing wh-clauses can be followed by infinitives:

I don't know what *to say*.

Notice that the subject performing the two actions ('to know' and 'to say') is the same.

We can often use an alternative structure with *should*:

I don't know what I *should say*.

I cannot decide which gift I *should buy*.

Noun Clauses beginning with *whether* and *if* are derived from yes/no questions:

Will she come with us?

I wonder *whether she will come with us*.

Notice that the word order is changed.

Whether is more formal, while *if* is used in speaking.

Positions of Noun Clauses beginning with whether or if:

1. as a subject:

Whether the information was correct (or not) does not matter at this point.

If we take the trip depends on John (informal).

'Whether' is more common if the Noun Clause is in subject position or if we talk about alternatives:

Whether she's buying that house or not is entirely her decision.

2. after 'be':

The question is *whether their plan will be a success*.

The question is *if she is good at her job* (informal).

3. as an object after verbs like *ask, wonder, want to know*:

She wanted to know *whether the trip cost too much*.

Notice that *if* and *whether* cannot be omitted (unlike *that* in statements).

4. as an object after preposition (*if* is not possible):

I'm worried about *whether I have taken the right decision*.

5. after some nouns (*if* is not possible):

The choice *whether to leave the country or not* is very difficult to make.

6. after some adjectives used in the negative:

I'm not sure *whether to take that course*.

7. before a to-infinitive (*if* is not possible):

She still wonders *whether to help him or not*.

III. Exclamation clauses

The exclamation clauses (beginning with *what* and *how*) are similar in structure to *wh*-clauses:

I was surprised *what a nice girl she was*.

I can't believe *how nice she is*.

Relative Clauses

Relative Clauses were introduced in Unit 7. We will quickly revise some important aspects and then add more information on this topic.

The Relative Clause modifies a noun (describes or gives information about a noun):

'Anyone living in New York these days has stories of friends *who [...] have sought solace in cigarettes*.'

Relative Clauses can be defining or non-defining.

Defining Relative Clauses are essential for the understanding of the sentence. We don't use commas with these Relative Clauses:

The teacher *who came to our class* is Mr. Jones.

Non-defining Relative Clauses give additional information and are isolated by commas from the rest of the sentence. *That* cannot be used here:

Mr. Jones, *whom I met at the British Council*, is a good teacher.

The pronouns introducing the Relative Clauses (*who*, *which*, *that*) can be used as subjects or objects in the Relative Clauses:

The woman	<i>that called you</i>	is my friend.
	subject (<i>that</i> cannot be dropped)	
The woman	<i>[that] you saw at the party</i>	is my friend.
	object (<i>that</i> can be dropped)	

We can also use *where* or *when* to introduce Relative Clauses:

The house *where/in which he lives* is quite old.

The day *when/on which I met her* was a sunny spring day.

Relative Clauses can also be used to modify pronouns:

'[...] someone *who has stashed a canoe in his closet*.'

We can reduce a Relative Clause to an adjective phrase:

The girl	<i>who is crying</i>	in the corner	is small.
	crying		
The man	<i>who was appointed</i>	secretary	resigned.
	appointed		
The man	<i>who is responsible</i>	for the test	is here.
	responsible		
The books	<i>which were lying</i>	at the back of the shelf	were not sold.
	—	at the back	
Anyone	<i>who lives</i>	in New York can run	in that race.
	living		

Which can be used to introduce a sentence referring to a whole situation:

She never called, *which surprised me*.

The exercises *X-XIV* will help you remember the correct use of Relative Clauses.

Exercises

I. Choose the correct variant, *a* or *b*, in the following text. There is an example at the beginning (0):

(0) *that*

Why People Misplace Their Belongings

All kinds of things are lost daily. Often small and vital things. The things (0) *that/whom* are the most inconvenient to lose, and always at the worst possible time. In an extreme case you might have hidden something, in the hope (1) *which/that* any possible burglars would not find it. Now, back from your holidays, you simply cannot recall (2) *why/where* you hid it. Yet another example is the putting of something in a 'safe place'. Now you cannot find it.

Why is it (3) *that/how* we don't know where we put things? One explanation for the simple things, is (4) *which/that* (5) *when/where* putting down your car keys last night, you were on the telephone, or talking to someone, or thinking of something else. It was a sub-conscious thing.

The extreme cases are harder to explain. Surely, you were paying attention to (6) *which/what* you were doing (7) *when/where* you hid the family jewels prior to your trip to the Caribbean? You must have been, but you have had a great holiday in the meantime, and the memory appears to have been 'overwritten' with memories that are more recent.

So (8) *why/what* is it (9) *that/when* you cannot recall the 'safe places' you put things? Well, mostly because these will be unfamiliar places. You might have tried out lots of places before settling on the 'perfect' place. Therefore, your search will have to include any of the other places (10) *where/that* you happen to remember considering as hiding places.

(article by Gwen Harlow,

at http://changing-personal-habits.suite101.com/article.cfm/memory_problems, April 28, 2007)

II. Use one of the words in the box to fill the blanks in the following sentences.

There is an example at the beginning (0):

(0) I couldn't hear *how* long she was going to be abroad.

when	which	whether	where	whom	why	what	whose	how	who
------	-------	---------	-------	------	-----	------	-------	-----	-----

1. I don't know to to speak about the final exam.
2. Could you tell me accompanies you at the meeting?
3. She wants to find out John lives because she wants to send him a postcard.
4. Mary called John to ask him happened at the meeting after she left.
5. She cannot remember they return from that trip.
6. She cannot decide of the car to buy.
7. I wonder she talked to Jim like that.
8. Let's ask the boss plan is better, mine or yours?
9. I wonder she is coming with us or not.
10. John is the one who taught me to drive.

III. Each of the following sentences contains a mistake. Correct them and write the correct form in the space provided:

1. Tell Jane how much do you want for this dress.

2. The mother asked the child why wasn't he in bed.

3. He kept wondering what he will do after graduation, so the job offer was more than welcome.

4. She asked what I would do after I talk to him.

5. What you can do to improve your vocabulary it is an important question.

6. The reason they won the match, because they were better.

7. The director of the company expects the workers to be dissatisfied due to it is a fact that the wages are small.

8. Is true that beauty is in the eyes of the beholder.

9. She told me what it was wrong with him.

10. She promised me that she come to the wedding but she didn't.

IV. Complete the sentences with the correct form of the verb in brackets. Some of the verbs are passive:

1. The teacher recommended that she (write) her paper again.
2. The director insisted that the workers (call) in his office.
3. Jane suggested that we (go on) with our work.
4. It is essential that we (meet) tomorrow for the details of our plan.
5. I requested that I (inform) about the changes.
6. The mayor insisted that a new ring road (build) around the city.

V. Delete any words that are not possible in the following sentences:

1. He hasn't yet decided *which/what* way to go.
2. I don't know *whether/if* I can help him or not.
3. The question *whether/if* to wait for him was on everyone's lips.
4. The decision on *whether/if* to change our plan was difficult to take.
5. It's your choice *whether/if* to lie to him or not.
6. The fact *that/whether* he helped me moved me deeply.
7. It was true *what/that* he had done was a great thing.
8. *How/Why* to improve your life is an important thing to learn.
9. Sometimes I don't know *how/whether* to speak to him.
10. I was wondering *what/which* to do next.

VI. Fill each of the gaps in the following sentences with one suitable word:

1. he did to have a successful career is impressive indeed.
2. I am very curious to know they managed to live in that house in winter.
3. Jane cannot decide to move to Spain or stay in Britain.
4. You will take that test you learn.
5. She wondered of the two dresses looked better on her.
6. he took that poorly-paid job is a mystery to everyone.
7. I don't know else would write such a letter to the editor.
8. I still cannot remember long they've been married.
9. It is a fact he called her that night.
10. we go on that trip depends entirely on John's schedule.

VII. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given:

1. She made a lot of promises, which were all forgotten afterwards.
WAS
Everything all forgotten afterwards.
2. If someone calls about that computer, you will offer him all the information.
OFFERED
Anyone all the information.
3. When the trip is over we will not meet for another one.
TIME
This for a trip.
4. There were a lot of people at the meeting and most of them didn't approve of the decision.
MAJORITY
There were a lot of people at the meeting, agree with the decision.
5. We are conducting a survey to find people's opinion about the product.
WHICH
We are conducting a survey, to find people's opinion about the product.
6. He is believed to be our best ambassador.
BELIEVE
People our best ambassador.
7. It would be a good idea for you to call your boss.
SHOULD
I think your boss.
8. I was too tired to answer your phone call last night.
SO
I answer your phone call last night.
9. His success at work didn't take anyone by surprise.
THAT
It was no surprise to anyone at work.
10. His interest in old books is well-known.
INTERESTED
It old books.

11. There are clear signs of recovery in his latest blood tests.

CLEARLY

His latest blood tests show that

12. The recent discussions about the elections seem to have influenced people's views on politicians.

SEEMS

Itby the recent discussions about the elections.

13. She may have found out about our trip to London.

LIKELY

Itabout our trip to London.

14. John can't have returned to work 2 days after his accident.

UNLIKELY

Itto work 2 days after his accident.

15. They are sure to win that competition.

CERTAIN

Itthat competition.

16. They need to know the distance between Bucharest and Rome.

FAR

They need to knowfrom Bucharest.

17. He didn't call me in advance, which made me mad.

THAT

Whatme in advance.

18. You probably won't be very happy, but I am going to change my job.

LIKE

Whether, I'm going to change my job.

VIII. Each of the following sentences contains mistakes. Identify them and write the correct form in the space provided:

1. To leave everyone behind, John decided to start a new business, alone.

2. The new boss, who I talked today, likes our work.

3. His latest book, which I finished reading it last week, is a best seller.

4. There isn't much which she can do about the project at this stage.

5. I might be a little late, at which case I won't be able to accompany you at the party.

6. John started screaming, in which point Mary decided to go.

7. He moved to Paris, that was when he met Sally.

8. She has lots of friends, none of which has ever let her down.

9. There were many people in that hall, several of who were wearing black tie.

10. I didn't know what to talk to about my plan.

IX. Choose the correct variant, A, B, C or D to fill the blanks in the following text.

There is an example at the beginning (0):

(0) A afterwards B than C then D whether

Career Change Advice: Find Career Jobs or a Calling

We spend at least a third of our adult lives at our work. It's not surprising (0) that research studies show a person's happiness and satisfaction in life is a (1) of how they perceive work: as a job, a career, or a calling.

A job is just a job, a means of (2) income. There may be aspects of a job that are desirable, but for the (3) part, people who regard their work as a job have little invested and gain little satisfaction (4) than the paycheck. When work is perceived as a job, people look (5) to breaks, quitting time, the week end, holidays, and vacation.

A career is perceived as a progression of continuous improvement through pay (6), promotions, better opportunities, and experiences viewed necessary for (7) advancement. People who view their work as a career invest a large part of themselves in their work. Career workers are generally more satisfied (8) life in total than job workers, but that likely depends on where they are in their career and whether it is progressing.

Work that is a calling feels like it simultaneously contributes (9) humanity and aligns with an individual's purpose in life.

Typically, people perceiving their work as a calling indicate they would do the work for little or no pay. The work itself provides satisfaction, (10) than external recognition or reward.

(article by Jerry Lopper, at

http://personaldevelopment.suite101.com/article.cfm/jobs_careers_calling_vocation, August 20, 2007)

- | | | | |
|--------------------|--------------|----------------|------------|
| (1) A indicator | B function | C dependence | D way |
| (2) A earning | B making | C winning | D doing |
| (3) A large | B very | C best | D most |
| (4) A apart | B other | C better | D more |
| (5) A onward | B inward | C forward | D backward |
| (6) A raises | B lifts | C growth | D upgrades |
| (7) A long-lasting | B fast-track | C far-reaching | D ongoing |
| (8) A of | B with | C in | D on |
| (9) A to | B into | C about | D onto |
| (10) A sooner | B better | C rather | D longer |

X. In the following text underline the 12 extra 'which' and 'that' which are grammatically incorrect:

An ordered life is one of the most assured methods of self-improvement. The saying "tidy desk – tidy mind" that is also certainly true but only a small part of it. It is important that you order your life which in such a manner that allows you to do everything you need to, when you need to do it. You should also be able to effectively ensure that you become happier and

more content as well as progress with your career, that make new friends and anything else you want in life.

While work is important, you should always make which time to spend with your family and a little personal time. This personal time that could be an excellent opportunity to take up a physical hobby. Exercising helps to clear the mind and which produce chemicals in your body that are essential and often lacking. Modern living involves greater working hours and less personal time. Inevitably this which has led to less interactivity.

Always set goals for yourself to aid in your progress. Increasing that the amount of exercise you do will only usually be beneficial or successful if you have a reason to do it. If you simply want to get fitter and stay healthy which then set yourself an achievement. If you currently walk 1 mile a day then aim to walk 5 miles a day. When you are walking 5 miles a day, consider if there is any way which you can improve this further.

Time with your family and friends is also essential. We are social animals by nature and so human interaction that is not only natural but it is healthy and pleasurable. Taking up a sport with a friend or group of friends that would combine exercise with interaction and be perfect. Your friends may turn out to be the extra motivation you require in the event of difficult times.

(from 'A Guide to Personal Development Techniques', by Lavinia Snider,
at <http://www.personal-development.info/articles/guide2personaldevelopment.html>)

XI. Combine the sentences, using the second sentence as a Relative Clause. There is an example at the beginning (0):

(0) The man was in the room. *He* gave me a book.

The man *who was in the room* gave me a book.

1. I liked the dress. You bought *it*.
2. The girls were very nice. We talked *to them* yesterday.
3. He made a table. He used *it* to put books on it.
4. The teacher was smart. We heard *him* yesterday.
5. The theatre was a nice building. We went *to it*.
6. I must write to the man. I received a letter *from him*.
7. Mrs. Reed is very nice. I taught *her daughter*.
8. I met the man. *His wife* works in our office.
9. The man is from America. I spoke *to him*.

XII. In each of the following sentences there is one word missing. Write the missing word in the space given. Mark the place in the text with a slash (/):

1. The place he goes on holidays is very nice.
2. The man to I discussed proved to know everything about Japan.
3. Most of the movies were presented at the festival are indeed good.
4. She is the teacher to talk about the test.
5. The city which we spent our week-end has very good restaurants.
6. This is the class I learn.
7. The girl was crying for her mom was very small.
8. The school offers the best English classes is quite far from our place.

9. The man stopped me in the street wanted to know which was the way to the museum.
 10. The book, was sold in thousands of copies, is a masterpiece.

XIII. Fill the blanks with suitable words from the box:

that	which	if	how	what	whether	whose	what
whatever	whom	as	when	why	because	which	

1. She said that she would dance with me I brought her red roses.
2.I last heard of them they were still quarrelling.
3. We must issue a statement animals are not allowed here.
4.is the use of a statue if it cannot keep the rain off?
5.can't you be like him? asked Mary.
6. I am afraid dress does not go with these shoes.
7. She tells the kids about things are going to happen at Christmas.
8. She wanted to know the old woman had been all the winter.
9. The woman replied was a kind thing to ask.
10. is the good of friendship if one cannot say exactly what one means?
11. The man said all kinds of beautiful things about friendship, John took down in a notebook.

(from 'The Happy Prince and Other Tales' by Oscar Wilde)

12. She was not sure to apply for that scholarship.
13. He had no idea to to talk about his medical condition.
14. I'm surprised at nice she looks tonight.
15. I have given you my books, I am sure you would like to give me some flowers in return.
16. She wanted to know to I had given John's sweater.
17. I said I didn't know sweater she was talking about.
18. He was afraid if he stopped on the way he might meet some robbers.
19. she chose not to take that scholarship was a surprise to everyone.
20. you do, never tell him he is a liar!

XIV. In most of the lines below there is one unnecessary word. Write the word in the space provided. If the line is correct, write OK in the space. There are two examples at the beginning, (0) and (00):

(0) OK

(00) at

- (0) The village was a mass of small huts.
- (00) There was no moon at that night, but Joseph could
- (1) see lights in the window. He walked inside through
- (2) the village. He heard that the voice of a
- (3) German soldier to who asked for cigarettes. He
- (4) hurried on. He turned round to look. A soldier who was
- (5) trying to run after him. Joseph began to

(6) run. On the road a mail-car pulled up. Her lights which
(7) were on and the engine was running. There was some of luggage
(8) on the road and some angry people were standing round. They
(9) were furious because the road was blocked with
(10) snow and the car which was two hours late.

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____
- (6) _____
- (7) _____
- (8) _____
- (9) _____
- (10) _____

UNIT 16

Fellow Travellers

A. Reading comprehension

‘CONTENT IS KING.’ It’s a phrase uttered repeatedly by media executives making the case that the movies, music, TV shows, books and journalism their companies produce are the core of their business.

It happens to be a dubious claim. Sure, movies, music and TV shows have value – as do, I feel compelled to add, magazine columns. But they alone have never generated the huge, reliable profits that keep investors happy and pay for midtown-Manhattan skyscrapers. No, the big money in media has always been in distribution.

Sometimes the media companies do this distributing themselves – think TV networks, or newspapers and their delivery boys. But even when others own the movie theatres or the bookstores, big media have long been defined by their ability to make sure their products are displayed prominently there. ‘The historical media play,’ says consultant John Hagel, ‘is having privileged access to limited shelf space.’

On the Internet, though, the shelves go on and on and on. And as words, music and now video move to this new environment, the traditional economics of media are under attack. Tellingly, the most valuable media company in the world right now is not Disney or News Corp. or Time Warner (owner of TIME) but Google, which helps people find stuff on those endless online shelves.

Google makes virtually all its money selling advertisements. But except for a few endeavours like Google Maps, it’s a media firm that produces no content. Rather than take on established media outfits as outright competitors, Google has been trying to persuade them to let it help them find audiences and sell ads. Some media powers have signed up.

But the prospect of a world organized on Google’s terms remains unsettling to executives accustomed to controlling the path their products take to consumers.

‘Once, we had a very simple distribution model, our own branded store,’ Mark Thompson, director general of the British Broadcasting Corporation (BBC), told me. ‘Now we’ve got to get used to an environment where people access our content in a variety of different ways. One of the things no media organization can do now is cancel the future,’ he said.

U.S. media giant Viacom – whose founder, Sumner Redstone, is credited with coining the phrase ‘Content is king’ – has taken a different tack.

‘Viacom’s aim’, CEO Philippe Dauman said at an investor conference, ‘was to show our content in an environment we control.’ But online audiences gravitate toward neutral platforms that old-line media companies don’t control, from Google’s search box to Apple’s iTunes Music Store and to YouTube which already gets more traffic than all the TV-network websites com-

bined, according to research firm Hitwise. 'Eventually all of the copyrighted content will be available on virtually all of the sites,' Google CEO Eric Schmidt said in an interview on Bloomberg TV. 'The growth of YouTube, the growth of online, is so fundamental that these companies are going to be forced to work with and in the Internet.'

But will YouTube and sites like it ever deliver media companies the sort of return on content that they're accustomed to? Google's big stroke of moneymaking genius was to sell ads linked to its search results and sell them to anybody. With five minutes and a credit card, you can sign up to bid on a search phrase – cream cheese, say – and pay Google only if people actually click through to your site. Google has since extended this advertising network to other sites, so your ads might show up next to a food blogger's post about bagels as well.

YouTube's audience is growing fast, and there is a certain inevitability, of a world where all content producers succumb to the rules of the Web. Hagel, a veteran at parsing the strategic implications of the Internet for business, thinks established media should be trying to 'build relationships with audience members' by recommending content made by others and encouraging participation. He's probably right about this, but lots of purely online companies – among them Yahoo! and, yes, Google are working on it too. The up-shot is that content may increasingly have to stand or swim or sink on its own. Which isn't something kings do very well.

(article by Andrew Purvis, from 'Time', March 26, 2007)

Exercises

I. Match the words in column A with their definition in column B:

A	B
1. content (n.)	a. examine and explain
2. core (n.)	b. result
3. tack (n.)	c. offer an amount of money
4. upshot (n.)	d. force someone to do something
5. endeavour (vb.)	e. confusing and upsetting
6. sign up (vb.)	f. happiness and satisfaction
7. coin (vb.)	g. the basic part of something
8. unsettling (adj.)	h. try very hard to do something
9. parse (vb.)	i. agree to do something
10. compel (vb.)	j. a particular way to do something
11. bid (on) (vb.)	k. use a word/phrase never used before

II. Fill the blanks in the sentences below with words derived from those on the right:

1. He has never found in his work.	CONTENT
2. Because of her sad childhood she tends to feel	PRIVILEGE
3. The of this company in the last decade is amazing.	GROW
4. Much of Shakespeare's language is for today's students.	ACCESS
5. The event will be memorable. All are well-trained and willing to win.	COMPETE

6. To a certain I can agree with him about the importance money has in life.	EXTEND
7. By its unique grace and that's second to none, Wimbledon stands alone.	ACHIEVE
8. The earlyin this region were mainly shepherds.	SETTLE
9. The members of the government share political and cowardice in facing the recent crisis.	MORAL
10. The of yesterday's meeting was unpleasant for all the members of the board.	CANCEL

III. Decide whether the following sentences are true (T) or false (F), according to the information in the text:

1. The largest profit in media comes from movies, music and TV shows.
2. All media companies rejected Google's offer to help them.
3. Sumner Redstone used an old media 'saying' which says: 'Content is king.'
4. Google sell ads linked to its search results to anybody.
5. Hagel thinks media should encourage audience participation in the recommended content.

IV. Choose the best variant (A, B or C) to complete the sentences:

1. The traditional economics of media are under attack because
 - A. the Internet is the means of communication mostly used nowadays.
 - B. the managers are not good enough.
 - C. the Internet offers more rapidity and variety.
2. The media executives feel confused about the imagine Google's strategy creates as they are accustomed
 - A. to controlling everything about their work.
 - B. to using old paths.
 - C. to controlling the path from the producers to the consumers.
3. The companies will be forced to work with the Internet as a result of
 - A. the fundamental growth of online.
 - B. decay of the cinema and TV.
 - C. the total control Internet will have.
4. Mark Thompson from BBC states that they
 - A. still use the old simple distribution model.
 - B. have adopted the new Internet model.
 - C. will think about new models.
5. All content producers will use the Web. This will happen because
 - A. YouTube's audience is growing.
 - B. they will have less money.
 - C. the business will be less profitable.

V. Read the following text and decide whether the sentences following it are true (T) or false (F):

Skyscape is the leading provider of interactive, intelligent mobile solutions for the health-care community. Today, the company brings critical information to more than 250,000 medical professionals on their personal digital assistants (PDAs). Adding more doctors, nurses and other medical professionals as subscribers is critical to Skyscape's continued success. While Skyscape has the only offering that addresses the total information needs of medical professionals, the company has faced competitors that offer a similar product, with less functionality, for no cost. To counter these competitors, Skyscape had to expand its message beyond its traditional point of differentiation – improved efficiency. To fully realize the market's growth potential, Skyscape needed to communicate an even more compelling, and quantifiable, benefit – that PDA software can help physicians significantly reduce medical errors.

To build Skyscape's momentum in the market, Schwartz Communications worked with Skyscape to design a media relations campaign that would raise medical professionals' awareness of Skyscape and the benefits of its product. Schwartz designed and executed a "rolling-thunder" issues PR campaign that focused primarily on communicating the message that PDAs can help reduce medical errors and improve the quality of care. Among other tactics, Schwartz used testimonials as a means to generate media coverage. While doctors and nurses are often spokespeople for medical devices and new treatments, Schwartz contacted and screened Skyscape's user base to find those that would be references for software.

The Skyscape awareness campaign was an overwhelming success and impacted the company's bottom-line results as it tripled its user base in the past year. The media coverage that helped drive this growth was impressive. In the first six months alone, media coverage exceeded expectations for the year by more than 200 percent.

(source: <http://schwartz-pr.com>)

1. Skyscape offers intelligent PR solutions to doctors and nurses.
2. Skyscape offers its services for free.
3. The media relations campaign was built around the idea that PDAs help reduce medical costs for insurance companies.
4. One of the tactics used in the PR campaign was to invite doctors and nurses to speak about the advantages of PDAs.
5. More doctors and nurses subscribed to the service offered by Skyscape after the awareness campaign.

B. Writing tasks

1. In about 350 words comment upon the following: 'One of the things no media organization can do now is cancel the future.' You can agree or disagree with the statement. Use arguments to sustain your opinion.
2. You are not satisfied with the programs a certain TV channel offers the public. Write a letter to the general manager expressing your discontent and suggesting some changes. Use about 250 words.

C. Grammar. Reported Speech

In using the language we need to report what somebody says or thinks. It is a need derived from the very act of communication and enhances changes in grammar and vocabulary so that the message should be clear and natural. As being part of the verb role in the complex sentence and in a text, it is familiar to the advanced student. We will have only a review and emphasize its syntactic structure.

e.g. *'I'll leave you now.'*

becomes:

She says she'll leave now.

'Don't eat so many sweets!', my doctor said.

becomes:

My doctor told me not to eat so many sweets.

'If you come, everybody will be happy.' Emma exclaimed.

becomes:

Emma said that everybody would be happy if I came.

We change the pronouns, the words referring to place and time and the tenses. Even though there are specific rules when reporting, we must remember that all the transformations must make sense and be proper to the time and place in which the performers are involved.

The verbs used to express the words of others (or our own words and thoughts) – the reporting verbs – are numerous. Some of the most frequently used reporting verbs are given in the Study Box below:

STUDY BOX REPORTING VERBS

admit, advise, agree, announce, answer, ask, argue, believe, claim, confirm, consider, demand, decide, deny, doubt, estimate, expect, explain, feel, hope, imply, invite, insist, mean, mention, object, persuade, prefer, predict, promise, propose, reckon, recommend, remark, repeat, reply, report, request, say, state, suggest, suppose, tell, think, threaten, warn, urge

When the process of reporting takes place in the present or future we are permitted to use any tense which is proper to the situation – meaning the logical placement in time and space.

e.g. *'The plane will be delayed because of the fog.'*

becomes:

They announce (that) the plane will be delayed.

The orders are usually reported with a to- infinitive:

e.g. He asked me not to be late.

They told me to clean my room.

She asks the children not to be noisy.

The questions are reported using a verb with *wh-* clauses / *if-* clauses:

e.g. She asks when her niece will come.

They wanted to know if she was in good health.

At the past level some changes in tenses are necessary to have an appropriate expression with the report verb. The general approach is:

Present Tense → Past Tense

'I know you're honest', my brother said.
My brother said he knew I was honest.

Past Tense → Past Perfect

'We met Fiona yesterday', they told me.
They told me they had met Fiona the day before.

Future → Future in the Past

'You'll get fired', he warned me.
He warned me I would get fired.

The General Truths (facts about science, society, art, nature etc.), being considered true and accepted by a large majority of people, are always used in the present. They don't undergo any change when reported.

e.g. The Chemistry teacher told us water freezes at 0 °C.
Grandma said it's rude not to greet people.

Changes in modal verbs in the past:

can → could / would be able to
must → had to / would have to
will → would
may → might
should → should / should have
needn't → didn't need / didn't have to

Part of the supporting verbs can be followed by *should* or subjunctive. Only the meaning of the sentence imposes the use of the two forms: suggestion/advice for *should* or stronger meaning for the subjunctive. It is the speaker's choice or a necessity intrinsic to the message.

e.g. She suggested that we should give up.
She suggested that we give up.
They recommended that he should stay at a hotel, not in a camp.
They recommended that he stay in a hotel, not in a camp.
I request that the naughty boy should leave school now.
I requested that the naughty boy leave school now.

Exercises

1. Fill in the gaps in each sentence so that the meaning stays the same:

1. 'I think I'll take the 9 o'clock train.'
The man decided
2. 'Will you stay with us for the weekend?' Joan asks.
Joan asks

3. 'You'd better go home now.'
My friend suggests

4. 'Don't take the umbrella with you. It's sunny and warm.'
My wife says

5. 'What time do you go to work?'
Our friends want to know

II. Decide which of the two variants is correct:

'She looked at her wrist-watch. It (1) *is/was* getting to half past four and the rain (2) *is/was* coming down. Tea (3) *will/would* be at five. She was thinking that she (4) *will/would* get soaked and (5) *will/would* have to change. The exercise of stoking (6) *gave/had given* her a glow which (7) *seems/seemed* to reach to the marrow of her bones.'

(from 'War Stories' by Rudyard Kipling)

III. Complete the sentences with the correct form of the verbs in brackets:

1. The receptionist confirmed that our room (reserved)
2. Somebody reminded the speaker that time (be) extremely short.
3. I warned Bob (take) the wrong way.
4. She told us that 20 years before she (be) so popular that everyone (vote) for her.
5. The guests admitted they (lose) the map of the region.
6. The reporter doubted the minister (have) a press conference soon.
7. They knew it (be) very cold at the North Pole.
8. I didn't know who (do) the washing up, but I was sure it (not to be) Maria.
9. He believed he (leave) his hat on the chair, near the fire-place.
10. The boy promised he (not swim) in deep waters.

IV. Choose the correct variant (a, b or c) to fill the blanks in the following sentences:

1. He fell in love with the beautiful actress who Juliet.
a) acted b) has acted c) acts
2. The newspaper reported that the government the coal industry to run down.
a) had allowed b) allowed c) was allowed
3. Mark begged him on his own.
a) to not leave b) leave c) not to leave
4. I knew he stand doing nothing.
a) couldn't b) can't c) is able
5. It was resolved that the matter brought up at the next meeting.
a) will be b) has been c) would be
6. They said that their boss to make them do more jobs than they could cope with.
a) tend b) tended c) would tend

7. My colleague asked me if I ever to ask myself what it was that we worked.

- a) have stopped b) had stopped c) will stop

8. I knew I say which of the things was the odd one out.

- a) must b) must have c) had to

9. Some politicians seemed more concerned with how many immigrants the country.

- a) entered b) were entering c) are entering

10. The fact remained that we a mistake.

- a) have made b) had made c) made

11. She didn't admit that her financial problems clear in future.

- a) would become b) became c) will become

12. The rumours in the office were that the new manager be inexperienced but be made up for it being enthusiastic.

- a) might b) may c) should

13. The notice said that both candidates underqualified for the job.

- a) are b) will be c) were

14. I was told that people that the language belongs to them.

- a) felt b) feel c) are feeling

15. I to tell him to stop being so stupid but that would have sounded rude.

- a) am b) was going c) am going

V. In each sentence there is a mistake. Identify it and write the correct form in the space provided. There is an example at the beginning (0):

(0) The newspapers wrote that the escaped thief *was* on the run for three months.
 _____ *had been* _____

1. They suggested that the children will make a poster based on the shape of a snowflake.

2. He told me that if he were me he'd have spent more time reading.

3. We had to admit that we got soaked to the skin in a sudden downpour.

4. The local channel announced that the main street will be in repair for the next two weeks but the works lasted longer.

5. Our friends wrote us that after six months abroad, they are beginning to feel homesick.

VI. Decide which variant, A, B, or C, is proper to fill in the text:

'For years, Dorian Gray could not free himself from the influence of this book. Or perhaps it (1) more accurate to say that he never (2) to free himself from it. He (3)..... from Paris no less than nine large paper copies of the first edition, and had them bound in different colours, so that they (4)..... suit his various moods and the changing fan-

cies of a nature over which he (5) at times, to have almost entirely lost control. The whole book seemed to him to contain the story of his own life, written before he (6) it.'

(from *The Picture of Dorian Gray*, by Oscar Wilde)

- | | | |
|-------------------|----------------|---------------|
| 1. A is | B would be | C will be |
| 2. A sought | B seeks | C was seeking |
| 3. A had procured | B has procured | C procured |
| 4. A may | B might | C might have |
| 5. A seems | B didn't seem | C seemed |
| 6. A had lived | B lived | C lives |

VII. Decide which variant best fits the text:

After drinking a bottle of wine and some beer, Austin and John, aged 16, decided to go out and have some joyriding. The car they (1) *broke/had broken* into (2) *was belonging/ belonged* to a Mrs. Catship. Having driven the car at high speed along the narrow streets of their little town, they (3) *abandoned/would abandon* it in a layby and thumbed a lift home. Fortunately, no other drivers (4) *had been/were* hurt. In an experiment which (5) *was proving/proved* to be successful, the two teenagers (6) *were/would be* obliged to meet their victim of their crime. Mrs. Catship told them that 25 years earlier she (7) *lost /had lost* a nephew in a car accident caused by a drunk driver.

VIII. In some of the following lines there is an extra word. Identify it and write it in the space provided. There are two examples at the beginning, (0) and (00):

(0) _____ OK _____

(00) _____ of _____

- (0) Vilhelm Hammershoi has been a well-kept secret since his death
 (00) in 1916. All of his best-known paintings are of household interiors
 (1) that are drained out of colour and tell no stories. His windows can not
 (2) be seen through it, his door can not be opened and the figures produce
 (3) no element of the vitality into the rooms. Hammershoi is defiantly
 (4) inscrutable; the mood is melancholic and enigmatic, but the paintings
 (5) are oddly compelling. Quite why, no one seems sure about.
 (6) Of the 71 paintings in a new exhibition in London, 21 come from his
 (7) native Copenhagen, 15 from the other Scandinavian collections,
 (8) in principally private collections. Hammershoi's focus was not as
 (9) narrow as this show might suggest, but to see his nudes it is necessary
 (10) to visit the Statens Museum for Kunst in Denmark. He did some of fine,
 (11) if bleak, landscapes too, but it was the interiors that sold in his all lifetime
 (12) and he is best remembered for the paintings of the sun shining through
 (13) curtainless window-panes, casting shadows on carpetless floors.

(from 'The Lightness of Being', in *The Economist*, July 5th, 2008)

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____
- (6) _____
- (7) _____
- (8) _____
- (9) _____
- (10) _____
- (11) _____
- (12) _____
- (13) _____

UNIT 17

Elite Schools

A. Reading comprehension

Twenty or so boys dressed in white and tails are being taught by Liam Maxwell on a recent Friday at Eton College, the exclusive boys' school 35 km west of London. For centuries Eton – founded in 1440 – has been synonymous with privilege, the place where Britain's elite is given its polish and an air of entitlement. But this class doesn't feel like a hothouse for languid aristocrats. The boys are not declaiming Latin but staring into computer screens, trying to master the database program Microsoft Access. Though a student once told Maxwell that typing was something he could leave to his daddy's secretary, the school insists that all first-year students learn to type, so that they can use their mandatory laptops on the fiber-optic network that links every class room and bedroom to teaching resources and the Internet. Some accents reveal the distinctive bray of the upper crust, but most are generic middle class. The questions are earnest and Maxwell is able to illustrate his answers on a giant whiteboard onto which an image from his computer is projected (most classrooms have the same high-tech setup). The project the boys are working on would probably not be the first choice at one of Britain's state school – their databases are portfolios of fictional shares they manage during the term to see who can make the most money. But Maxwell, who arrived two years ago after running the IT department of a large recruiting firm, has no patience for the self-pleased. 'I tell boys that 30% of them are going to work for a Chinese or Indian company', he says. 'They're going to be judged on what they are and can do, not where they came from. Being an Old Etonian won't be that relevant.'

But being a New Etonian could very well turn out to be. For years, many of modern Britain's proud meritocrats have thought of the school as a four-letter word, typifying everything that was wrong about a class-bound society, a generator of snobs who didn't deserve benefit from a nation that had long awarded life's glittering prizes to those who were lucky enough to have been born to land, money, privilege or all three. But Eton is having a makeover. It's trying to marry the lessons about educating adolescent boys acquired over 566 years to the spirit of a less hierarchical, more competitive, more globalized Britain, and the effort is bearing fruit. If it plays its cards right – especially if it can open its doors not just to the very bright sons of the wealthy but to the brightest boys there are, anywhere – Eton has a decent shot at becoming the nursery of a 21st century (male) élite. And it won't be just a British élite, either.

In much of Britain today, being an Etonian is not something you really want to brag about. The well of resentment is too deep. Rory, a student in his fourth year (student's last names are being withheld at the school's request), still regrets answering honestly on a transatlantic flight

when his seatmate asked where he went to school. 'For six hours he kept making snide remarks', he says. Douglas Hurd, Margaret Thatcher's Foreign Secretary, wrote in his memoir that his family believed 'that if I had not gone to Eton I would have become Prime Minister in 1990'. (That was the year that the Conservative Party opted instead for John Major, who attended Rutlish Grammar School in south London). It's not because Eton lacks famous alumni. Its graduates include 19 British Prime Ministers, the founder of modern chemistry Robert Boyle, the Duke of Wellington (the one who defeated Napoleon at Waterloo), economist John Maynard Keynes, writers Percy Bysshe Shelley and George Orwell, Soviet spy Guy Burgess, actor Hugh Laurie, Princes William and Harry, the fictional James Bond, even a Roman Catholic saint – as well as generations of less illustrious worthies. The problem is that in a more meritocratic age, Eton became synonymous with 'English aristocrat'. Its well-worn image is as a finishing school for not – necessarily – deserving boys whose parents can afford \$44,000 in fees each year (Harvard costs nearly the same) to ensure they develop the easy confidence, posh accent and useful contacts that will guarantee access to the top of British society.

At least among many metropolitan commentators, that fed an anti-private school, anti-Eton mood for years. A lot of smart money during the Tory leadership contest in 2005 discounted 39-year-old David Cameron simply because he was an Old Etonian. He had to fight image: 'It's not where you come from but where you are going that counts', he said, as if he had to escape a deprived childhood. Deputy Prime Minister John Prescott, a former ship's steward, targeted Cameron as part of an 'Eton mafia'. Gordon Brown, Chancellor of the Exchequer and Cameron's likely opponent at the next election, also dismissed him as just 'an Old Etonian'. Any school for teenagers that politicians can use to curse their foes decades later has powerful magic indeed.

But maybe times are changing; maybe Britain is less bothered by the old engines of class division than it once was. (And maybe ordinary Britons were never as bothered by signs of privilege as the chattering classes). When all was said and done, Cameron did win the Tory leadership. Polls rate him as more popular than Tony Blair or Brown – and his speaking style has a lot more street creed than Brown's. Blair himself is the product of an Edinburgh school, Fettes, that is often called the Scottish Eton. A lot of institutions that used to symbolize and perpetuate inequality in Britain seem to have lost their toxic punch; the royal family, for example, has never been more popular. What about Eton? What lessons is it imparting today, to what kind of boy? Is it manufacturing smug toffs, or are its students being equipped to make an honest living in a more classless, complex world?

(article by J.F.O. McAllister, in *Time*, June 26, 2006)

Exercises

1. Match the words in column A with their definition in column B:

- | A | B |
|----------------|------------------------------------|
| 1. bray | a. students at a particular school |
| 2. brag | b. slow and relaxed |
| 3. entitlement | c. educated middle-class people |
| 4. alumni | d. distinctive high tone |

- | | |
|---------------------|-----------------------------------------------|
| 5. languid | e. changes to look /be letter |
| 6. chattering class | f. deliberately unkind |
| 7. mandatory | g. right to do/ receive something |
| 8. makeover | h. talk in an annoying way about your success |
| 9. snide | i. ordered by law/rule |
| 10. snug | j. warm and comfortable |

II. Match the words with their opposites:

- | A | B |
|--------------|--------------------|
| 1. languid | a. arbitrary |
| 2. snug | b. teaching people |
| 3. mandatory | c. agitated |
| 4. snide | d. uncomfortable |
| 5. alumni | e. discreet |

III. Decide whether the following sentences are true (T) or false (F), according to the information given in the text:

1. Eton College is a new, ordinary school near London.
2. Only the aristocrats and very rich people's children learn at Eton.
3. In the last years there has been a process of changing the approach in Eton's attitude.
4. It is compulsory for anyone who wants to get fame, to study at Eton.
5. Nowadays there is strong resentment among English people towards those who study at Eton.

IV. Choose the proper ending, A, B, or C, to finish the sentences:

1. Maxwell says that being an Old Etonian is less relevant than
 - A. being rich.
 - B. being competent and well trained.
 - C. being famous.
2. All first year students must learn to type because they need to
 - A. write mails to their families.
 - B. use the trading resources and the internet.
 - C. get some pocket money.
3. Douglas Hurd's family believe that he would have become Prime Minister in 1990 if
 - A. he had gone to Eton.
 - B. he hadn't gone to Eton.
 - C. he had gone to Oxford.
4. The feeling of resentment English people have for Eton graduates is the consequence of their having lived so long
 - A. in a colonial empire.
 - B. in a new society.
 - C. in a class bound society.

5. Perhaps the ordinary people were never as bothered by elitism as
- the army.
 - the aristocracy.
 - the chattering classes.

V. Read the text below and decide whether the sentences numbered from 1 to 5 are true (T) or false (F):

Just how good are the international schools? In the absence of national systems of school evaluation, how do we measure current quality while ensuring that international schools are continuously improving? These questions lie at the heart of a well-established system for school evaluation and improvement: the Accreditation Service managed by the Council of International Schools (CIS).

CIS is a membership organization currently serving over 500 schools worldwide, of which 335 are engaged in the Accreditation programme. This global programme has its historical roots in the USA. IS works in collaborative partnership with other agencies in joint accreditations for schools in different regions of the world.

The accreditation process itself centres around a set of standards that provide descriptors and indicators of quality, from the quality of learning and teaching to the more 'operational' areas such as finance and facilities.

- The Accreditation Service manages the Council of International Schools.
- CIS is currently serving over 500 schools in the USA.
- 335 schools are engaged in the Accreditation programme.
- The 'operational' areas are the most important part in the evaluation system.
- CIS collaborates with other agencies for schools all over the world.

VI. Choose the correct variant (a, b or c) to fill in the gaps. Only one answer is correct:

Language exams (1) we know them today are a fairly recent phenomenon. However, you can find examples of language tests which were in (2) far in the past. As the linguists (3) out, there is even a language test described in the Bible. Professor Hugo Ball (4) that it is possible to see some ideas behind today's language tests and examinations in a book by Michel Foucault, written some 400 years ago. Education is usually seen as a (5) of passing information from the teacher to the student but Foucault reassessed it.

Although this book is not (6) with language, it (7) the idea of examination being a means of information (8) from the learner to the teacher and not the other way round. Foucault had also a very clear idea of comparing the (9) performance of students on (10) tasks or questions.

- | | | |
|-----------------|---------------|---------------|
| 1. a) like | b) as | c) since |
| 2. a) existence | b) view | c) use |
| 3. a) state | b) speak | c) point |
| 4. a) affirmed | b) maintained | c) told |
| 5. a) means | b) way | c) instrument |
| 6. a) dealt | b) concerned | c) meant |

- | | | |
|-------------------|-----------------|---------------|
| 7. a) presented | b) demonstrated | c) introduced |
| 8. a) flowing | b) coming | c) rising |
| 9. a) ordinary | b) average | c) common |
| 10. a) particular | b) certain | c) special |

B. Writing tasks

1. What is the role of élites in society? Express your opinion using about 350 words. Give your arguments.
2. Comment on the following: 'It's not where you come from but where you are going that counts'. Use about 350 words.
3. A friend of yours asked you to make a brief presentation of the Romanian elite. He lives abroad and wants to have your answer in a letter. Write your answer using about 300 words.

C. Grammar. Adverbial Clauses. Conditional Clauses

I. Adverbial Clauses

As language normally has a certain degree of complexity, we need to use different structures to show the relationship between the events, that is the relationship between statements in a sentence. This gives the message more precision and makes it more varied.

In a sentence, we use prepositions and adverbs or other words in order to obtain the necessary effect. In a complex sentence, the clauses play the role of expressing *time, purpose, result, reason, concession* etc.

1. Time Clauses

Time clauses express the sequence of events and are usually introduced by conjunctions. These are some of them:

since, ever since, while, whilst (formal), as, when, before, after, as soon as, once, the moment/minute/hour, now that, no sooner...than, hardly/scarcely...when, immediately, every time, whenever, until, by the time

While she was looking for her family, her husband went to the information desk.

The moment we'd seen the man, we realized something was wrong with him.

After they had waited for the waiter to come for half an hour, they decided to leave.

The detective found some papers hidden in the flat, at which point he phoned his client.

Once I had taken the pill, I felt much better.

We decided to walk on until we got to the nearest village.

She has kept a diary since she was fourteen.

An -ing form is possible after: *since, ever since, before, while, whilst, on, after.*

After having finished cooking the dinner, they noticed there was no wine left in the house.

On driving home, she remembered the strange face of the man at the gas station.

2. Reason Clauses

Reason clauses state why something happens or is and are introduced by:

because, since, as, in case, in that, insofar (formal), in as much as, for

We'll sit here and wait *in case somebody comes up*.

Because I knew he was out, I didn't call him up.

She's rather careless *in that she often forgets to answer the letters at the office*.

Because is the common expression of reason, *since/as* are used mostly when the things are already known.

An -ing clause is also possible when time and reason are expressed together:

Knowing the rules of the game, I preferred staying quiet.

Having bought the present for Kate, they sat for a coffee in a pub.

3. Purpose Clauses

Purpose clauses show the reason why somebody does something or the intention they have when they do them. They can be introduced either by a conjunction or by a to- infinitive:

The secretary phoned *to announce us a change in the program of the meeting*.

They made a mistake *to test our attention*.

The most common conjunctions are:

so that, in order to, so as to, in order that, for fear of, for fear that, lest

– *In order that/so that* are used when the subject of the purpose clause is different from the subject in the main clause:

I insisted to give him all the details *so that he could understand the situation properly*.

– *For* can be followed by a noun:

They work *for a penny*.

– *For* can be followed also by an -ing form (mainly for machines, tools, in instructions):

We use corkscrews *for opening bottles*.

– *Lest + should* appears in very formal language and has a negative meaning, so it is followed by an affirmative form of the verb:

They hid the compromising photo *lest their brother should see it*.

There are also other ways of expressing purpose such as:

– verbs: *intend, plan, aim, mean* and *hope*:

They *hope* to arrive at the station before five o'clock.

– nouns: *goal, plan, hope, ambition, aim, intention, dream*:

Their *ambition* is to become rich in two years.

– adjectives: *(be) eager, determined, keen, tempted, resolved, bent on*:

He seems *bent on* provoking you. Avoid him!

I'm *determined* to move in my new flat by April.

– verb phrases, used with an -ing form: *have the intention of, harbour a dream of, toy with the idea of, have high hopes of, have thoughts of, set one's heart on, have half a mind to, make up one's mind to*:

We've *set our heart on* winning the race.

I was *toying with the idea of* leaving my parents' house when I was fourteen.

She's *made up her mind to* learn Greek.

– prepositional phrases: *in the hope of, with the view of, with the aim of, with the intention to*:

I left two hours earlier *in the hope of* catching the last train home.

4. Result Clauses

Result clauses are used to express the result of a situation or action. They are introduced by:

that, such a..., so many, so much, so few, so little, too, not enough to, in such a way that, as to, therefore, consequently, as a result, or else, otherwise

There was no coffee in the house *so she went to buy some.*

We're so tired *that we're going to bed right now.*

So rudely he spoke *that the people left the room.* (formal and emphatic)

He was so nice a man *that we were delighted to spend our holiday together.*

They opened the letter in such a way *that nobody noticed.*

It's an extremely cold winter; *therefore we'll stay home for the holiday.*

You must practice and learn a lot *otherwise you won't pass the exams and lose the scholarship.*

5. Concession Clauses

Concession clauses come with information that contrasts the information given by the main clause, very often in an unexpected way. To introduce them we use:

although, even though, while, whilst, much as, in spite of, despite, however, whatever, whoever, but, but still, nevertheless, even so, all the same

Although everything was against him, she continued to support his ideas.

Though is more frequent in speech and can be placed both at the beginning or the end of the sentence:

Though I asked him to, he didn't give me the money back.

I asked him, he didn't give me the money back, *though.*

While and *whilst* can replace *although* in the formal language:

While Jane is a highly educated person, she can speak stupid things sometimes.

Much is used mainly with verbs such as: *love, like enjoy, hate, detest:*

Much as I love eating chocolate, I have to admit it could be harmful for health.

In spite of/despite can be followed by a noun (including a noun ending in -ing), not by a clause:

Despite being so ill, Tom arrived in Glasgow safely.

In spite of the rain, they went on the beach.

The pattern *adjective/adverb + as/though + subject + verb* is used for emphasizing the information given by the sentence:

Difficult though it is, I can climb to the top of the mountain.

Hard as she tried, she couldn't pass the driving test.

But is often accompanied by another word or phrase to better express the contrast:

She may be annoying, *but she is my sister.*

We had a terrible argument, *but still we are friends.*

Sarah felt depressed. *Even so,* she went on smiling and talking with her guests.

We were very hungry, *however we didn't stop anywhere to eat until we got home.*

II. Adverbials

While adjectives are used with nouns, adverbs are used with verbs. They usually comment on the action or state the verb expresses. But there is a category of adverbs that speak about a whole sentence or part of a sentence – the sentence adverbials:

Generally speaking, his poems don't rise to the value of his prose.
In the end, they succeeded in finding the old map of the region.
In contrast, I prefer Sicily which is more picturesque, although the hotels are not good at all.
 The newly-built houses are very comfortable. *On the other hand*, they are extremely expensive.

Sentence adverbials are mainly used to organize information, comment, give examples, change the subject, rephrase or summarise. Here are some of the most common ones:

STUDY BOX SENTENCE ADVERBIALS
<i>primarily, firstly, secondly, in consequence, alternatively, fundamentally, in contrast, on the other hand, on the contrary, in some respects, not to mention, in the main, on the whole, in contrast, as regards, particularly, equally explicitly accordingly, let alone, as a rule, apparently, however, moreover, certainly, thus</i>

III. Conditional Clauses

Conditional clauses were introduced in Unit 11. We will revise some important notions and introduce new information.

Condition can commonly be expressed using an if- clause with a main clause, at different moments in time.

A simple categorization of conditionals can be helpful:

'0' CONDITIONALS

IF Clause	Main Clause
Present	Present
Present	Present Perfect

If you don't drink enough water, you get ill.
 If the alarm clock rings, you wake up.
 If the door is open, it gets cold inside.
 If they allow him to join the team, he doesn't miss it.

Imperative forms or modals can also appear in '0' conditionals according to the intention of the speaker:

Eat your breakfast and you can leave.
 If I can help him, I do it.
 If you have finished cleaning your room, you can have a short break.

FIRST CONDITIONALS

IF Clause	Main Clause
Present	Future
Present Perfect	Future/Future Perfect

If it's windy, we'll stop the match.
 If he doesn't study hard, he'll fail.
 If they have finished their work, they'll be able to make plans for the weekend.

The '0' conditional sentences and the First Conditionals are also known as *Real conditionals*. They refer to things which are always true or we think they are true or likely. '0' conditionals can also be expressed in the past:

If it was raining they stayed at home.

SECOND CONDITIONALS

<i>IF Clause</i>	<i>Main Clause</i>
Past	Would + infinitive

If I had the answer, I would tell it to you.

They wouldn't accept the invitation if your wife invited them.

THIRD CONDITIONALS

<i>IF Clause</i>	<i>Main Clause</i>
Past Perfect	Would + have + III rd form/-ed

If they had known about your party, they wouldn't have left.

Tom wouldn't have been successful in his career if his mother hadn't helped him.

The second and the third conditionals are also called *Unreal conditionals*. They use Unreal Past tenses and express hypothetical situations or things we think are untrue or unlikely.

Note: in the second conditionals the verb *be* is used in two forms after *if*: *was* or *were*.

The form *were* (*subjunctive form*) is more formal or belongs to a more educated level of the language.

Modals can be also used in the main clause to express possible or hypothetical situations:

If you really don't know what to do, you should ask for advice.

If he comes on time, he can meet the president.

They might have left the door unlocked if nobody had reminded them to do it.

Other ways of expressing condition are using other condition words instead of 'if', as follows:

if only, unless, provided, even if, supposing, otherwise, but for, as if, as though, imagine, as long as, assuming, on (the) condition that

Unless means 'only if not' and is always followed by the affirmative form of the verb:

Unless you tell me the truth, I can't give you the proper advice.

Supposing you found a magic wand, what would you do?

They'll give you the information provided the chairman is informed.

She acts as if she were a great star.

We are grateful for all your help. We wouldn't have been able to manage otherwise.

Even if it had been foggy, we would have got there.

Wishes and unreal time

1. For present/future wishes we commonly use *wish* + *past (subjunctive form)*

I *wish* you *weren't* my brother (but you are).

They *wish* they *had* greater success (they don't).

For the wishes referring to a past event (where any change is impossible) we commonly use *wish* + *past perfect (subjunctive form)*:

She *wishes* she *had never made* that mistake.

I *wish* I *hadn't slept* so late that morning.

2. *Hope* is frequently used to express wishes about the future:

I *hope* it *doesn't get/ won't get* colder tomorrow.

They *hope* they *spend/ will spend* their holiday with their family.

3. I would *rather* (*I'd rather*), *I had sooner* (*I'd sooner*), *I would prefer* (*I'd prefer*)

When followed by a clause, they take the same past verbs as wishes:

I'd rather you *didn't open* the window.

I'd prefer it if they *came* in time.

When they are used to compare nouns or adjectives, they are followed by normal verb forms:

I'd rather sleep on the sofa.

4. *It's time*, *it's high time*

They are followed by past simple or continuous:

It's time you *slept*.

It's high time I *met* my new relatives.

5. *As if/as though* take verb forms according to the situation – real or unreal:

You look *as if you aren't well at all*. (Real. You have a headache.)

He behaves *as if he were my boss*. (Unreal. He isn't.)

I feel *as if I had my body broken*. (Unreal. I'm safe and sound.)

Exercises

I. Decide which of the two variants is suitable in the sentence:

1. He came to the party with the *aim /goal* of meeting the new director.
2. You'd better take the early train *otherwise/or else* you'll be late for the interview.
3. *For/Since* we were early, somebody in the group proposed to have a short walk in the nearby park.
4. *Any time/Whenever* he phoned his sister, it was her husband who answered the phone.
5. *While/Once* the people had entered the main hall the doors were closed.
6. I always give my son too much pocket money, *although/despite* I know that I shouldn't.
7. They drove on the ring road *in that/in case* the traffic was heavy in the city.
8. Before *to be/being* a famous actress, she worked as a waitress in a pub.
9. *In spite of/Even though* the wind, they went sailing on the lake.

II. Choose the best variant (A, B or C) to fill in the text:

I have just drunk three quarters of a bottle of red wine for lunch. It is not something I ever do nowadays, (1) there was a time when I did it quite regularly in the company of other journalists. But I did it today (2), having been asked to write about the rise and fall of the liquid lunch, I was in a nostalgic mood.

In London's Fleet Street, in the old days drinking at lunch time was prodigious. And (3)..... journalists were probably the heaviest drinkers among London's white collar workers, they were not alone in liking a bibulous midday meal. Now you would hardly find anyone in any profession in Britain who orders more than a Diet Coke or a bottle of mineral water at lunch time. Part of the answer lies in the very different attitude people used to have toward work. (4) Margaret Thatcher came along, work was widely regarded in privileged circles as a burdensome necessity to be avoided and a liquid lunch was a way of expressing it.

Nowadays, a new generation is ready to work all hours (5) get rich quick, and there is no room any longer for anything so leisurely as a long lunch.

- | | | |
|----------------|---------------|----------------|
| 1. A. however | B. although | C. since |
| 2. A. because | B. since | C. for |
| 3. A. meantime | B. while | C. as |
| 4. A. Since | B. As soon as | C. Before |
| 5. A. so | B. so that | C. in order to |

III. Rewrite each sentence so that the meaning stays the same:

- The car was too expensive to buy.
The car wasn't
- Although it was raining, they joined the demonstration in the park.
Despite.....
- I went downtown to buy a dress for my cousin's wedding.
I went downtown in
- We use the grey paper to answer to our special clients.
The grey paper.....
- When she asked John about the car keys, she found he had lost them.
On.....
- When we finally arrived at the airport, the plane had already taken off.
We finally arrived.....
- Ellen doesn't intend to sell her mother's old gold watch.
Ellen has.....
- I know he wants to be a champion one day!
His..... !
- It was very dangerous to cross the lake in winter, so we gave up.
So.....
- If we don't decide now what direction we go in, we'll get lost.
We must.....

IV. Choose the best variant a, b or c:

- The water is cold at first, but you get in, it's really fun.
a. if b. because c. once
- Less free flowing credit will lead to the local companies' eyeing fewer deals and
to even more competition for the bank business.
a. nevertheless b. therefore c. consequently
- We need a brand and technology facilitate the attraction of more companies.
a. so as to b. for c. whereas
- Often, people get hurt they assume anybody can pretzel himself or herself on demand.
a. while b. otherwise c. because

5. Their romance lasted two years they moved together in New York city.
a. when b. until c. by
6. beginning a gradual rise through the ranks in the army, he carried bricks at a construction site.
a. Before b. After c. While
7. the country's main export is natural gas, most residents can only rely on a few hours of electricity a day.
a. Because b. Although c. Despite
8. the risk factors for a disease may cross borders freely, the cultural understanding needed to treat it doesn't.
a. While b. Since c. As
9. looking unsteady and in poor health she insisted to be the host of the meeting.
a. Although b. Despite c. So
10. The minister resigned I should point out there is nothing illegal about what he did.
a. although b. whereas c. even if

V. Decide which variant best fits the text:

Like the city in which it is held, the Macau Grand Prix has long been bidding its time. For years it was seen as a sort of amateur's Monaco, the field dominated by weekend drivers and their hobby cars. (1) *Yet/However* it is bigger, louder and definitely on the world map. (2) *While/After* having invested a lot of money and inspiration to make it competitive, the organizers are facing new problems. They would probably have to buy solar panels for half of the country (3) *in order/aiming* to offset the emission of this orgy of gas-gulping, (4) *but/so* why musing on such topics (5) *while/when* there are eight races to behold!

VI. Decide which sentence adverbial best fits the sentence:

1. My friends don't want me to go to university. *On the contrary/However*, my parents have always encouraged me in this direction.
2. *As a rule/Primarily*, I take a long walk in the evening. My heart needs fresh air.
3. They are so happy in their new home, *chiefly/mainly* because they are on their own.
4. He was a good colleague and I think that, *in particular/in contrast*, even his enemies recognize that.
5. *In theory/In retrospect* his strategy seems good for the difficult situation the firm is facing.
6. *As far as I know/As it turns out* our neighbours lived for three years in South Africa.
7. Her aunt couldn't sell the old house *presumably/firstly* because the papers weren't in order.
8. The meeting was long and tiring but *all in all/apparently* it was beneficial for everybody.

VII. Choose the best variant, a, b or c, to complete the sentences:

1. He has a tendency to easily accept the interference of others in his private life., he doesn't have a proper family one.
a) However b) Although c) Thus

2. enough, their relationship lasted twenty years.
a) Strangely b) Finally c) Nicely
3. Your argument isn't logical., who cares about it nowadays?
a) Primarily b) Fundamentally c) On the other hand
4. She has an ugly walk., she is seen as a very good actress.
a) But b) However c) Equally
5. He is a competitive candidate, in the painting section.
a) notably b) let alone c) secondly
6. Everybody agrees about the first destination of our journey., we started packing.
a) As a result b) In consequence c) Chiefly
7., the monster in the Lock Ness is a real being.
a) Explicitly b) Clearly c) Apparently
8. speaking, I think there's too much fuss about food, nowadays.
a) Personally b) Presumably c) Broadly
9., she is a better dentist than her partner.
a) Overall b) Broadly c) In some respects
10. They would never do something bad to anyone, their own daughter.
a) except b) let alone c) admittedly

VIII. Choose the variant which best fits in the sentence:

1. If he *pays/ will pay* in ten days, he will get a discount.
2. They would have been there at 8.00 if somebody *announced/ had announced* them.
3. If you *will feel/ feel* tired in the evening you can have a short walk.
4. If the government *would have demanded/had demanded* a new economical agreement it would have been better for everybody.
5. If it *will be/is* too cold, he will have problems with his allergy.
6. She wouldn't have been so rude if she *would be/had been* you.
7. The company will be more profitable if they *will change/change* the General Manager.
8. If I *would be/were* you, I would have the room repainted. It looks so old fashion!

IX. Decide whether the sentences are grammatically possible. Write 'possible' or 'impossible' in the space provided:

1. If you will leave tomorrow, let me know. _____
2. But for your help, I wouldn't have found the truth. _____
3. If we hadn't been so hungry, we hadn't eaten those sausages. _____
4. The Prime Minister will resign if the whole county will want it. _____
5. Unless you didn't ask me, I wouldn't answer. _____
6. She talked to me as if she had been my wife. _____

X. Decide which variant, a, b, or c, is correct:

1. I wish I some steak. This sausage tastes horrible.
a) take b) had taken c) took
2. If the ticket collector I'll tell him the truth: I don't have a ticket for this train.
a) will come b) comes c) would come

3. It smells as if somebody, but I know the house is deserted.
a) is cooking b) cooks c) were cooking
4. It's high time they in their own house.
a) move b) moved c) would move
5. They'd rather the train in the afternoon.
a) took b) take c) will take
6. He hopes the nice weather for the next three days.
a) will last b) lasted c) had lasted
7. Providing you as fast as you friend you would have an accident soon.
a) drive b) are driving c) drove

XI. Write the verbs in brackets in the correct form:

1. Provided that you (say) nothing about this, I'll give you the money you need.
2. If your company went bankrupt, what (you, do)?
3. We would have missed the train if we (be) two minutes later.
4. If she didn't lose her temper so quickly, she (not get) into that fight.
5. If I study here for another month, I (be) here for a year.
6. But for Jane's good memory, I (forget) about the tomorrow's meeting.
7. Unless you (give) me a different room I would have complained to the manager.
8. (receive, I) the letter earlier, I wouldn't have announced the police about Helen being missing.
10. Should I know the place the treasure was hidden, I (not tell) it to anyone.
11. Supposing there (be) nothing to do, we would go for a cup of tea.
12. If you (look after) the car, we'd be able to sell it now.
13. If only she (take) the new job! She wouldn't have been so short of money now.
14. I wish he (agree) with you on the company new financial policy.
15. It's high time they (come) with a credible explanation, otherwise everybody will accuse them.

UNIT 18

Virtual Nations

A. Reading comprehension

The Approaching Age of Virtual Nations

Section A

One of the most significant sociopolitical evolutions since the formation of cities and states may begin soon: the emergence of virtual nations.

Individuals bound by a common, passionate cause or set of beliefs form virtual nations (v-nations). Bridging time and space, the Internet provides fertile ground for members across the globe to fine-tune their ideologies and develop plans for their community's future. Ultimately, they strive to achieve all the elements of a nation, including leadership, governance, power, security, control, action, and loyalty. V-nations may also claim ownership of landmasses to increase their presence.

Posing a direct challenge to the world's existing nations, v-nations will be both the cause and effect of a monumental shift in global economic, political, and social structures. These new nations will at once threaten and stimulate hope for worldwide cooperation, security, and use of resources.

Using the openness and relative freedom of online networks, v-nations will transcend simple online communities or user groups that typically *band* together for common needs and interests. They will be far more ambitious, coalescing individuals to create power and influence. A v-nation will seek to defend and protect its people, to provide for their health and well-being, and to implement a monetary system in support of its economic, social political, and/or religious goals.

The potential outcomes range from noble to sinister, from order to chaos. The hope is that the formation of v-nations will lead to a higher level of human understanding and cooperation. The risk is that this evolution will tumble out of control, forever changing ordered societies as we know them. Free and democratic nations will need to prepare now for ways to combat the potential threats and to embrace the potential benefits that v-nations will bring.

Section B

Virtual Nationhood of a Company

Lifecast, a small entrepreneurial company in Dallas, worked to assemble an enormous online community of wealthy and powerful individuals in 1999. During its 14-month existence, and with less than \$10 million in seed money, Lifecast's online membership grew to a stag-

gering 1.4 million affluent participants. Their combined annual incomes totalled more than \$240 billion, and their documented personal net worth exceeded \$1.28 trillion.

Lifecast members included some of the world's most powerful politicians, educators, and athletes, as well as leaders in businesses, governments, and militaries around the world. Economically, Lifecast would have ranked twenty third among the world's nations.

Had this group wanted to, it could easily have created its own stock trading exchange, research centres, universities, and security force for protection. It could have bought its own airline, insurance company, health-care centres, and financial institutions. It could have driven the politics of many countries, influenced laws, and even started its own barter currencies. In other words, it could have become the equivalent of a nation, with an ability to provide the three basic functions of a nation: to defend and protect its people, provide opportunities for the health and well-being of its members, and implement a monetary system.

Lifecast no longer functions as a corporation, and it was never the intent of Lifecast to become a virtual nation in the first place. However, that small company demonstrated the ease with which an online group could form very quickly and amass potentially tremendous power. The group never sought to effect change; rather, members were content to use their community for social bonding and information gathering. With no cause to promote, there was no need for a leader to step forward. This conceivable v-nation was likely unaware of its potential power and certainly uninterested in using the community for a nation-building purpose.

Section C

The Necessary Conditions – And the Catalyst

A potential virtual nation needs two basic conditions to surface: reliable communications access and a significant cause. But the v-nation will need more than that—a catalyst—to truly take hold. Just as any nation or coalition requires inspirational leadership to survive, a compelling leader must either be present at the onset of the v-nation or emerge quickly to ensure its sustainability. A powerful and charismatic leader who captures the hearts and minds of the fledgling members becomes the catalytic agent with the authority to demand unquestioning loyalty, inspire action, get people to change direction, and shape the future of the v-nation. Only then will the v-nation truly come to life.

Section D

Time to Act

Virtual nations will occur. The basic infrastructure is in place (1).....
Already we are seeing the first stages and examples, some good and some bad. As virtual nations arise, they offer untold opportunities for the advancement of society. However, we must understand the fact (2)

We must begin to consider whether to include virtual nations into the family of nations. If we do not plan for the reality of v-nations, we will find ourselves in a period of sustained and continuous turmoil. Perhaps the most we can do at this point is to acknowledge the emergence of v-nations and, as much as possible, guide them in a direction (3)

Virtual nations will challenge our world as we know it – a breathtaking change. Now is the time to build a world (4)

(by Mike Dillard, Janet Hennard, in *The Futurist*, Washington, Jul/Aug 2002, at <http://proquest.umi.com>)

Exercises

Section A

I. Decide whether the following sentences are true (T) or false (F), according to the text:

1. Virtual nations gather people from all over the world in communities promoting their ideals through the Internet.
2. V-nations are unlikely to change the realities of the present world.
3. A v-nation will attempt to extend its influence over fields that fall into the responsibility of states.
4. It is advisable for real nations to resist any change brought about by v-nations if they want to preserve their national security.
5. The development of v-nations is as significant for history as the creation of real states.

Sections B and C

II. Complete the sentences:

1. Lifecast was very similar to a v-nation in that it:
 - a. gathered only the very rich and very influential people in Dallas;
 - b. offered its members the possibility to invest their money wisely;
 - c. offered people with different backgrounds a chance to share information and get to know people with similar interests.
2. What differentiates Lifecast from v-nations as defined in this article is the fact that:
 - a. it did not offer investment opportunities to its members;
 - b. it did not intend to promote any cause that might have influenced the real world;
 - c. it did not manage to influence the politics of any country.
3. Which of the following might be considered a v-nation?
 - a. an online service offering information to local businesspeople;
 - b. an online community led by an influential person, seeking to change reality;
 - c. a party promoting its social programme through the Internet.

Section D

III. Several phrases have been removed from the text. Decide which is their place:

- (a) that they don't change the attitudes of people; they only mirror those attitudes
- (b) that benefits mankind or legitimate businesses
- (c) that embodies the best of both the natural and virtual nations
- (d) that enables them to emerge

IV. Match the words in column A with their synonyms in column B:

A	B
1. pose (v.)	a. search for
2. coalesce (v.)	b. accumulate
3. seek (v.)	c. unite, merge
4. tumble (v.)	d. bring about
5. amass (v.)	e. assume
6. effect (v.)	f. fall, decline

V. Match the words in column A with their antonyms in column B:

A	B
1. compelling (adj.)	a. unexciting
2. fledgling (adj.)	b. unattractive
3. breathtaking (adj.)	c. experienced

VI. Match the words in column A with their definitions in column B:

1. strive (v.)	a. give definite form to, make concrete
2. fine-tune (v.)	b. show a likeness of, reflect
3. mirror (v.)	c. make great efforts, try very hard
4. embody (v.)	d. adjust (a device, policy) for greater effectiveness or impact

VII. Fill the blanks in the text with the correct word. There is an example at the beginning (0):

(0) A possible B essential C ordinary D familiar

At a minimum, e-gov initiatives make some degree of familiarity with computers and the Internet (0)..... for citizens, government employees, and political leaders. But there are (1) educational requirements for all participants. How can we be prepared (2) with the many points of view that are sure to flare up in a digital dialogue? Our existing systems are oriented (3) single-answer conclusions, while the Internet promotes the blooming of thousands of flowers that sometimes cannot be (4) into a simple solution for all to accept.

Another (5) of the Internet revolution is the growing ease with which international contact can be made and deepened. Sending an e-mail to a peer overseas or scanning the website of a (6) client is quick and inexpensive. But the globalization of governance processes may (7) the need to travel abroad. (8) it is, trade promotion that (9) jobs locally often entails local government participation on a trade delegation. This sometimes encounters scepticism from citizens, who suspect that (10) of the travel is unnecessary. Citizens and elected leaders encounter an array of new opportunities, and considerable political discussion is needed before consensus support emerges for new policy directives.

(from: 'The Politics of E-Gov: The Upcoming Struggle for Redefining Civic Engagement',
by Costis Torgas, in *National Civic Review*, vol. 90, no. 3, Fall 2001)

- | | | | |
|-----------------|------------|------------|----------------|
| (1) A larger | B grander | C deeper | D wider |
| (2) A to handle | B to face | C to deal | D to encounter |
| (3) A toward | B into | C over | D on |
| (4) A picked | B gathered | C bound | D tied |
| (5) A impact | B solution | C final | D impetus |
| (6) A possible | B wannabe | C probable | D potential |
| (7) A rise | B amount | C raise | D increase |
| (8) A as | B if | C when | D but |
| (9) A wins | B benefits | C succeeds | D requires |
| (10) A any | B all | C some | D every |

VIII. Fill the blanks in the text with words derived from the ones on the right. There is an example at the beginning (0):

(0) *underestimate*

Miscommunication can erode the framework of productive schools more quickly than anything else. There are many ways to improve communication within the school. Here are some important tips for communicating effectively:

Never (0)the importance of good communication.	ESTIMATE
It reduces (1) and conflict, increases a school's	UNDERSTAND
(2), improves community relations, and helps secure parental and staff support.	EFFECTIVE
Circulate information. Distribute worthwhile news widely.	
If sending a newsletter to parents, send copies to the principal, (3) counsellor, and others who might benefit from the news.	GUIDE
Write it down. Quite often, educators are saturated with information.	
This (4) makes it difficult to absorb	LOAD
(5) material. In such cases,	ADD
oral messages can fall on deaf ears. Notes, memos, and letters provide hard copy to which the intended audience can refer.	
Keep it simple. Avoid the use of educational jargon. A stronger rapport is built with people when you talk their language. If you are in a school	
that has a high (6) of people for whom English is	CONCENTRATE
not the primary language, (7)..... send home	OCCASION
messages in their primary language. This courtesy will help as much with public relations as it does with communication.	
Create rapport. Help the person with whom you are communicating to feel at ease. A student may feel more (8) talking with	COMFORT

a teacher in the cafeteria or a hallway rather than in the classroom sitting by the teacher's desk.	
Listen intently. Listening is critical for (9)	PRODUCE
communication. By listening carefully, you gain information that helps you make more effective decisions.	
Ask questions if you don't understand or if you need further (10) Relevant questions open up links of communication and will help clarify a message.	CLARIFY
Don't interrupt or argue. If you argue, the speaker will stop trying to communicate and put his/her efforts into the (11)	ARGUE
The person who argues does not attempt to hear. Look for (12) where possible and set aside differences to be explored later.	AGREE

IX. Read the text below and decide which answer (A, B, C or D) best fits each gap.

There is an example at the beginning (0):

(0) A look B be C seem D come

Teresa Hanafin: When Boston.com was started in 1995, a conscious decision was made to have it (0) a separate company, so it could (1) I have no real connection to anyone at The Boston Globe and that has advantages and disadvantages. The advantages are that we are able (2) decisions that we feel are smart for an online audience, and we are not (3) for the same pool of money, so we're not (4) by budgetary restrictions. The disadvantages are that most people at the Globe view the Internet as a threat to their core business. When I ask Globe reporters (5) us content-breaking news during the day, I often have to spend time (6) them that they are not 'scooping themselves', but (7) every other radio and TV station in town, as well as the Herald.

We started out separately, but because of practical and economic considerations, we are actually trying (8) closer together.

A lot of experimentation is going on with new advertising models. To hold our own against other similar companies, we definitely have (9) streams of revenue. There is no intention of (10) advertising as the basic revenue model, but rather trying to be creative with it, experimenting with paid content.

(from 'Experiences with Internet Journalism',
Nieman Reports, 2002, at <http://proquest.umi.com>)

- | | | | |
|----------------|-------------|--------------|-----------|
| (1) A invent | B cheat | C innovate | D change |
| (2) A to make | B to give | C to risk | D to get |
| (3) A using | B asking | C fighting | D crying |
| (4) A hampered | B prevented | C averted | D kept |
| (5) A to hand | B to fetch | C to present | D to give |

- | | | | |
|---------------------|----------------|----------------|----------------|
| (6) A demonstrating | B convincing | C driving | D confuting |
| (7) A running | B conquering | C beating | D striking |
| (8) A to draw | B to move | C to grow | D to bring |
| (9) A to elicit | B to undertake | C to take over | D to diversify |
| (10) A giving away | B giving up | C giving off | D giving out |

B. Writing tasks

1. Express your opinion on the following statement: 'Virtual nations will challenge our world as we know it'.

2. You are a student working for the faculty gazette. For the next issue you have been asked to contribute an article discussing the role of the state in the contemporary world. You can expand on the ideas presented in the text: 'the three basic functions of a nation [...]: to defend and protect its people, provide opportunities for the health and well-being of its members, and implement a monetary system'.

C. Grammar. The Infinitive, the Gerund and the Participle

Look at the following examples taken from the text 'The Approaching Age of Virtual Nations':

- 'A v-nation will seek *to defend* and *protect* its people.'
- 'This [...] v-nation was [...] certainly uninterested in *using* the community.'
- '*Bridging* time and space, the Internet provides fertile ground.'

These are examples of (a) the infinitive with or without *to*, (b) gerund and (c) participle.

We will first take a look at *the forms* taken by the infinitive, gerund and participle, then at *their functions* in the sentence and finally at the parts of speech which are followed by these forms.

I. The Infinitive

A. Forms of the Infinitive

Look at these examples:

- They can *talk* to the teacher now.
- It is impossible *to work* when it is hot.
- I hope *to be working* in a clinic in Germany next month.
- She seems *to have forgotten* about the meeting.
- I really didn't want *to be invited* to their wedding.
- The boss expected me *to have been called* by the department director.

(a) *The plain or bare infinitive* (the infinitive without *to*) follows modals or verbs like *let*, *make*, *had better*, *would rather*:

May I *open* the door?

She made me *write* the whole letter again.

I would rather *not go* to work today.

You had better *learn* for that test.

Why not *come* with us?

He helped me (*to*) *buy* everything I needed.

We can leave aside *to* when we have two or more infinitives in the same sentence:

They offered *to come* with us and *pay* for the trip.

(b) The full infinitive (the infinitive without *to*) can follow verbs, nouns, pronouns, adjectives, adverbs, conjunctions, but not prepositions:

She *struggled* (*verb*) *to enter* the building first.

She has a special *ability* (*noun*) *to listen* to people.

I need *you* (*pronoun*) *to remember* his phone number.

She was *happy* (*adjective*) *to see* him again.

She worked *hard* (*adverb*) *to finish* the book.

I do not know *whether* (*conjunction*) *to go* or not.

(c) The *progressive infinitive* is used to express an action in progress at a certain moment in time ('next month', 'next Wednesday').

(d) The *perfect infinitive* is used to show that the action happened before that of the main verb:

She seems (now) *to have forgotten* (yesterday) about the meeting.

The perfect infinitive is often used after verbs like *appear*, *happen*, *pretend*, *seem* or after report verbs:

They *are rumoured* to have made a narrow escape.

She *appears* to have spent an entire fortune on her clothes.

We can express the same idea by using an introductory *it* + *that*-clause:

<i>It</i>	<i>appears</i>	<i>that she has spent an entire fortune on her clothes.</i>
introductory 'it'		<i>that</i> -clause

(e) The *passive infinitive* functions just like any verb in the passive.

Compare:

They say he is taught by that brilliant musician himself.

He is said to be taught by that brilliant musician himself.

The passive infinitive is used especially after report verbs such as: *assume*, *believe*, *consider*, *report*, *think* etc. (see the Study Box in Unit 16):

He is believed to have been arrested.

He was reported to have been excluded from the organization.

Sometimes we use the verb *be* + *noun/adjective* after these verbs:

He is thought to be a very skilled athlete.

She is considered to be very beautiful.

(f) The passive perfect infinitive is used to show that the action happened before that of the main verb:

She pretends (now) to have been given an expensive gift (on her birthday) (by her guests).

N.B. The form *to have been asking* (*perfect progressive infinitive*) exists but is rarely used.

B. Functions of the Infinitive

1. The infinitive of purpose

Look at these examples:

'Any nation or coalition requires inspirational leadership *to survive*.'

I called Jane *to find* details about the party.

I came in quietly, *so as not to disturb* any mates.

The soldiers stopped the vehicle *in order to check* its papers.

These are examples of the infinitive of purpose. You can identify this value of the infinitive by adding the phrase 'in order to' or by asking the question 'why?'. 'In order' is often omitted, as in the first two examples.

2. Sometimes we use the infinitive to show an unexpected or unwanted event, happening later that the action expressed by the first verb:

He came back home, *only to find* that his wife had divorced him.

3. The to-infinitive can be used in fixed phrases: *to be honest*, *to begin with*, *to tell you the truth* etc.

To put it in another way, I think you have made a mistake.

4. We can use the bare infinitive with 'make' or 'have' and the full infinitive with 'get' to express the idea of 'cause something to happen' or 'compel':

She *made* her son *gather* the toys in one place.

She *had* the mechanic *repair* her car.

He somehow *got* the kids *to cut* his grass.

See also the example in the text:

'[...] *get* people *to change* direction.'

Sometimes 'have' or 'get' are used with a past participle to express a passive meaning:

I had my dress *made* (by the dress-maker).

I got my car *repaired* (by a mechanic).

For more details on causative verbs (*make*, *have*, *get*), you can go back to Unit 12.

C. Parts of speech followed by the Infinitive

We have seen that, with the exception of prepositions, all parts of speech (verbs, nouns, adjectives etc.) can be followed by infinitives. In this section we will refer to those elements that are more important and essential to know.

Just like in Romanian we use two verbs to talk about two actions and most often the second verb is in 'conjunctiv', in English the second verb will be either an -ing form (gerund or present participle) or an infinitive:

I chose *to attend* classes of German.

I imagine *being* rich one day.

I saw him *playing* basketball all afternoon.

There are verbs that can only be followed by an infinitive object, verbs which are always followed by a gerund and verbs which can take either an infinitive or a gerund:

I hate *to play/playing* football.

However, sometimes there are differences in meaning when we use an infinitive or a gerund:

Everybody *stopped talking* when the star entered the room (the action of 'talking' ceased).

John saw Mary in the street and *stopped (in order) to talk* to her (he stopped with the intention of speaking to her).

A list of verbs taking infinitives, gerunds or both as objects is given in the Study Box. We will concentrate on problem areas.

STUDY BOX	
VERBS FOLLOWED BY INFINITIVES OR/AND GERUNDS	
A. VERBS FOLLOWED BY INFINITIVES:	<i>appear, agree, ask, decide, expect, hope, offer, promise, refuse, seem, want, etc.</i>
B. VERBS FOLLOWED BY GERUNDS:	<i>appreciate, avoid, consider, contemplate, delay, deny, discuss, enjoy, hinder, mention, mind, miss, postpone, suggest, etc.</i>
C. VERBS FOLLOWED BY EITHER AN INFINITIVE OR A GERUND:	<i>attempt, begin, can't bear, continue, intend, omit, start, etc.</i>

1.a. Some *verbs* take an infinitive:

I want *to go* to Greece for the summer.

b. Some verbs are followed by a pronoun in the Accusative or a noun and then by an infinitive:

I invited *him* *to join* the party.

Notice the difference in meaning:

I want *to stop* smoking.

(I do both actions, that of 'wanting' and that of 'stopping').

I want *my son* *to stop* smoking.

(I do the action of 'wanting', but 'my son' does the action of 'stopping').

See also the example from the text: '[...] *that enables them to emerge.*'

Remember that the pronoun which is the subject of the second verb is in the accusative:

I encouraged	Ann	to sit the exam.
	her	
	him	
	them	

c. With many verbs such as *ask, choose, expect, like, need, train, want, wish* etc. the noun or pronoun before the to-infinitive is not compulsory, although there is a difference in meaning:

I trained *to become* a teacher.

I trained Ann *to become* a teacher.

d. Some verbs (*advise, allow, appoint, challenge, charge, condemn, employ, encourage, force, invite, oblige, permit, recommend, remind, request, teach, warn*) must be followed by a noun or a pronoun if they are used with the infinitive:

I *advised him* *to talk* to his boss.

I *encouraged Ann* *to take up* that new job.

I *reminded the kids* *to return* to class at 9.

I *warned them* *not to be* late.

These verbs can be used in the passive. In this case, the object turns into the subject:

I *invited* John *to join* the party.

John *was invited* *to join* the party.

Notice that the infinitive remains unchanged, while the noun and the pronoun are now used in the Nominative. The change is only visible in the form taken by the pronoun:

I	requested	him	to leave.
		object pronoun, Accusative	
He	was requested		to leave.
subject, Nominative			

e. Some verbs (*assume, believe, consider, feel, find, imagine, know, take* – with the meaning of ‘presume’, *think, understand* etc.) are followed by an object + ‘to be’ + infinitive and can be used in the passive:

I *believe him to be* one of the greatest pianists.

He *is believed to be* one of the greatest pianists.

People *consider Jane to be* a good teacher.

Jane *is considered to be* a good teacher.

f. Remember that some verbs can be followed by an infinitive or a that-clause (go back to Units 14 and 15 for more details):

I hoped *to see* her at the meeting.

I hoped *that I would see* her at the meeting.

Some verbs can be followed by a verb + a question-word and the infinitive or a clause (go back to Unit 15):

I haven’t decided *to go* to Paris.

I haven’t decided *whether to go* to Paris.

I haven’t decided *whether I should go* to Paris.

See also the example in the text: ‘We must begin to consider *whether to include* virtual nations into ...’.

2. Some *adjectives* are followed by the infinitive:

I was happy *to see* her home.

She was fortunate *to meet* him when she was still young.

There are several patterns worth discussing:

a.

He	was	very polite	to help	us.
subject	BE	adjective	infinitive	

Some adjectives used in this structure: *brave, clever, foolish, good, silly* etc.

With adjectives in this category the pattern can turn into:

It + BE + adjective + of + noun/pronoun + infinitive

Compare:

She	was	kind			to help	us.
subject	BE	adjective			infinitive	
It	was	kind	of	her	to help	us.
It	BE	adjective	of	noun/pronoun	infinitive	

b.

She	was	afraid	to come.
Subject	BE	adjective	infinitive

With adjectives such as: *anxious, determined, glad, ready, reluctant, willing* used in this pattern the structure with ‘introductory it’ is not possible.

See also the example from the text:

[...] members were *content* to use their community.’

With some adjectives we can use *for* + noun/pronoun + infinitive:

She is eager *for Jane to start* school.

c.

He	is	difficult	to understand.
subject	BE	adjective	infinitive

Adjectives in this category: *amusing, boring, easy, hard, impossible* etc.

The pattern can turn into:

It	is	difficult	to understand	him.
It	BE	adjective	infinitive	

d. With many adjectives we can turn the structure:

To speak	foreign languages	is	important.
infinitive as subject		BE	adjective

into:

It	is	important	to speak	foreign languages.
It	BE	adjective	infinitive	

The second structure is felt as more natural than the first:

To meet students' needs is essential.

It is essential to meet students' needs.

e. We use the infinitive with 'too' or 'enough' and adjective, as follows:

1. *too* + adjective + infinitive

The dress	is	too expensive	(for me)	to buy.	
		too + adj.			infinitive

The implied meaning is negative:

I'm too busy to help you.

2. *adjective* + *enough* + infinitive

The exercise	is	easy	enough	(for me)	to solve.
		adjective	enough		infinitive

3. Some *nouns* are followed by an infinitive:

Our *decision* to participate in the competition was cheered by everyone.

See also the example from the text:

'[...] with *an ability* to provide the three basic functions.'

Some nouns can be either followed by the infinitive or by a preposition + -ing form:

It's a pleasure *to meet* you.

I haven't had the pleasure *of meeting* you.

With some nouns we can use *for* + noun/pronoun + infinitive.

See the example from the text:

'[...] there was no need *for a leader to step forward*.'

II. The Gerund

The Gerund and the Present Participle have the same form: *going, eating, talking, walking* etc. It is quite difficult to differentiate between the Gerund and the Participle. For the student the distinction between the two forms is not very important. Still, there are several things worth remembering:

A. Forms of the Gerund

Just like the infinitive, the gerund has several forms.

1. He avoids *speaking* to strangers.

Certain verbs like: *avoid, deny, give up, postpone, regret, resist* etc. are followed by a gerund, not by an infinitive. A fuller list of verbs taking gerund objects is given in the Study Box.

2. She regrets *having talked* to him.

Sometimes we use *the perfect form* of the gerund (having + past participle) to show that the action expressed by the perfect gerund happens before the time of the main verb.

She regrets (now) that she talked to him (then).

3. I appreciated *being called* to that meeting by the managing director.

The passive gerund functions like any verb in the passive.

4. He recalls *having been invited* to her wedding.

The passive perfect gerund is used to show that the action expressed by the gerund happened before the time of the main verb.

He recalls (now) that he was invited to her wedding (by her parents).

B. Functions of the Gerund

1. The gerund behaves like a noun. It is even called 'the verbal noun':

Swimming is a nice sport.

You can notice that you use the gerund as an uncountable noun (with no article and no plural) in general statements. But there are times when you can use a gerund as a countable noun, taking determiners, possessives and adjectives.

The/All that/Their (violent) fighting made me very sad.

Still, the gerund continues to behave like a verb, because it has a perfect and a passive form (as seen above). It can also be followed by an adverb:

He regrets *running hastily* from the Geometry class.

It can also take an object:

Driving a car can be fun.

2. The gerund can function as the subject of the verb:

Winning a game makes the player feel good.

Practicing sports is fun.

While we rarely start a sentence with an infinitive as the subject (*To win* is important), using a gerund at the beginning of a sentence is quite frequent:

Winning is important.

We can use an alternative structure with introductory 'it', just like we do with the infinitive:

Winning at the Olympics is difficult.

It	is	difficult	<i>winning</i>	at the Olympics.
It	BE	adjective	Gerund	

To help people in need is natural.
It is natural *to help* people in need.

The structure: It + BE + adjective + of + pronoun/noun can be followed by either a gerund or an infinitive:

It was nice of her *to come/coming*.

3. The gerund can also function as the object of a verb:

I enjoy *walking* in the forest.

4. The gerund can function as the object of prepositions and prepositional phrasal verbs:

They *insisted on visiting* the museum, although it was almost closing time.

They *set about changing* the management plan.

Notice also that in phrases like '*be used to*', '*be accustomed to*', '*look forward to*', '*object to*', 'to' is a preposition and the verb is followed by a gerund:

I *object to being moved* on a different floor.

I *look forward to hearing* from you.

Some nouns (*fear of, interest in, success in, surprise at* etc.) and adjectives (*afraid of, good at, happy about, interested in, keen on* etc.) followed by prepositions take a gerund:

His *fear of flying* is very real.

She is *happy about moving* to a different town.

C. We can use an accusative or a possessive form of the pronoun/noun to modify a gerund:

They were happy about *John/John's/him/his winning* the gold medal.

Remember that with the infinitive only an accusative is possible:

I want *him to go*.

We use the possessive pronoun or the genitive of the noun in formal English. In informal English we use the object pronoun.

With verbs like: *avoid, delay, deny, enjoy, suggest* etc. we use the possessive form:

I *suggest John's/his accompanying* us.

With other verbs (*detest, excuse, fancy, forgive, imagine, mention, miss, prevent, resent, resist, understand* etc.) we can use both the accusative and the possessive:

I cannot *forgive Mary and John/them/Mary and John's/their not calling* us on my birthday.

D. We can use the gerund in different other constructions:

1. with 'go', in idiomatic expressions: *go bowling/dancing/fishing/shopping/window shopping* etc. or 'do + the + -ing': *do the cooking/shopping* etc.

2. with 'need', to express a passive meaning, although a passive infinitive can also be used:

The car needs *repairing/to be repaired*.

3. with other expressions:

– *have fun/a good time/difficulty/a hard time*:

They had fun *playing* the guitar.

– *spend/waste time/money*:

They spent their time *reading*.

– *sit/stand/lie + place*:

She sat at her desk, *writing*.

– *catch/find + sb.:*

I found Jane *crying*.

4. with 'how about ...?', 'what about ...?':
How about going to the theatre?

III. Infinitive or Gerund?

There are verbs that can take both an infinitive and a gerund. Sometimes there is little or no difference in meaning, some other times the difference is more significant.

1. verbs like: *attempt, begin, cease, continue, start* etc. can take an infinitive or a gerund with no difference in meaning:

I continued *to see/seeing* her after their fight.

We usually avoid using the gerund after the progressive form of the main verb:

He *was starting to grow* angry (not: *growing*).

The verbs are not followed by a gerund if the second verb cannot be used in the progressive:

They *began to realize* that it was their fault.

2. verbs like: *dread, hate, like, love, prefer*, can take both an -ing and an infinitive with some changes in meaning.

Compare:

a) I *like to think* about my future house.

b) I *like dancing*.

(similar meanings but *a* refers to a hypothetical situation, while *b*, to a general situation).

See also:

I *don't like to disturb* you (I don't want to disturb you).

I *don't like disturbing* you (but I am).

3. with the verbs: *forget, go on, regret, remember, stop, try* the meaning is different.

Compare:

I *remembered to phone* Jane on her birthday (first I remembered, then I phoned).

I distinctly *remember calling* him (I remember now that I called him).

Compare:

I *tried to apologise*, but she was too upset (I attempted to do it).

I stained my blouse and I *tried washing* it, *bleaching* it and even *dry-cleaning* but nothing worked (I made experiments).

Compare:

After she talked about Shelley, she *went on to discuss* a poem by Wordsworth (she did something different).

Although his system had come into the room, he *went on reading* (continued the action).

See some other examples:

I really *meant to call* you, but I forgot (I had the intention).

Skipping classes *means having* small grades ('involves').

I *need to go* to France ('must').

This car *needs repairing* ('is in need of').

IV. The Participle

1. Forms of the Participle

Present Participle: *going* (no difference in form between gerunds and participles)

Perfect Participle: *having gone*

Past Participle: *gone* (3rd column in the list of irregular verbs; -ed form for regular verbs)

Passive Participle (Present): *being called*

Passive Participle (Perfect): *having been called*

You are familiar with some of these forms, which are used in progressive or perfect forms of verbs:

The water is *running*.

She has *gone* there.

Being called by the teacher, she left.

In this chapter we will deal with other uses of participles.

It is quite difficult to discriminate between participles and gerunds. Most often, it is not necessary for students to make this distinction. However, you should keep in mind some uses of participles:

A. Present Participle

1. with verbs of perception (*see, hear, listen to, feel, smell, notice, observe* etc.)

We can use both the infinitive and the participle with these verbs:

I saw her *picking up* the red flower. (I saw the action in progress).

I saw her *pick up* all the red flowers in the garden (I saw the whole action; the construction verb + infinitive refers to a complete event).

Notice that with the participle I can only use an object (such as: *her, him, us, them*) and not a possessive (such as: *her, his, our, their*):

I saw *them reading* books (participle).

I saw *their reading* books as a sign of intelligence (gerund).

2. joining sentences

We can use participle constructions to join sentences:

I walked past the school. I saw children playing.

Walking past the school, I saw children playing.

3. in place of clauses

3.1. in place of clauses of time, as a time link:

She took the book from the library and then she called Allan.

Taking the book from the library, she called Allan.

We can use the present participle after time conjunctions (*after, before, when, while* etc.):

While talking/ *I was talking* to her on the phone, I realized I had not seen her for ages.

3.2. in place of clauses of reason (as a causal link):

I am quite confident, so I do well at interviews.

Being quite confident, I do well at interviews.

See also the example taken from the text:

'Using the openness [...] of online networks, v-nations will transcend simple online communities' (Because they use....)

3.3. in place of conditionals (after *if, unless*):

If you learn well, you will succeed.

If learning well, you will succeed.

3.4. in place of clauses of concession (after *although, even though, though, while*):

Although she claimed she was innocent, she looked guilty.

Although claiming she was innocent, she looked guilty.

3.5. in shortened relative clauses:

The man who was walking in the park was attacked.

The man *walking* in the park was attacked.

B. Perfect Participle (*having gone*)

We use the Perfect Participle in place of clauses, if the verb in the clause is in the Present Perfect, Past Perfect or Past Simple:

I called him, so I had to be polite to him.

Having called him, I had to be polite to him.

I was invited, so I had to go.

Having been invited, I had to go. (passive)

C. Past Participle (*found/gone/selected etc.*)

1. in place of the passive:

Discovered by the professor who was impressed with his abilities, he went on to study Chemistry.

2. in place of adverbial clauses

We use the Past Participle with a conjunction to replace a passive in the adverbial clause:

Although (it was) taught by a very nice professor, the course was still very difficult.

Unless (it is) shortened, the movie will get everybody bored.

With *after, before, on* we use being + past participle in a passive construction:

On being called by the director, we left the room.

3. in place of relative clauses:

People paid/who were paid by the company didn't have to pay the tax.

Participial Adjectives

This was a *tiring* trip (active meaning). Upon return home we were all *tired* people (passive meaning).

Misrelated Participles

When we use present participles or past participles to replace sentences, we run the risk of misrelating them (we connect verbs as if the actions they express have the same subject).

I was running down the stairs and the staircase broke.

**Running* down the stairs, the staircase broke (it suggests that the staircase was running)

The house was designed by an architect and people liked it.

**Designed* by an architect, people liked the house.

Exercises

I. Complete the sentences with the infinitive or -ing form of the verb in brackets:

1) This article tries (draw) the readers' attention to the impact of global warming on the fauna.

2) I just cannot re-start the computer. I've tried (push) the button, and (strike) the keys but nothing seems to work.

- 3) John finally made up his mind to warn Ann about Mark's true intentions, at the cost of (make) her angry.
- 4) The Chief Investigator warned the detectives about the risk of (overlook) important details in the investigation.
- 5) Global warming will lead to many species (disappear) forever.
- 6) She chose (follow) him, although it meant she would leave her home-town for good.
- 7) She finished (write) the essay just in time, so she didn't manage to proof-read it.
- 8) She is reputed for (take) care of the great composer for years before his death.
- 9) After years of hard work and dedication to his job, he was finally asked (join) their team.
- 10) I deeply regret (tell) him the truth. He seemed so upset afterwards!
- 11) A decision has finally been reached (re-build) the houses in the devastated area of New Orleans.
- 12) Postponing the implementation of the project means (deal) with angry investigators and dissatisfied customers.
- 13) They bought this large house made of grey stone (protect) their money from inflation.
- 14) The President was called in Parliament to answer the allegations of (bribe) the foreign officials.
- 15) Everyone knew members of the government (be) involved in the fraudulent business.
- 16) He bought a car so as (save) some time, but he soon found out that it took him longer to go to work by car than ride the bike.
- 17) She kept (talk) about John's success since he had left the company, which was deeply upsetting for me.
- 18) John decided to help Ann (start) her own business, although she had never asked him properly.
- 19) After hard negotiations with a team of professionals, they finally succeeded in (get) the new contract.
- 20) 'You're back! I've been looking forward to (see) you for ages!'
- 21) Many people who are out of work become depressed at the thought of (be) a burden for their family.
- 22) Supposing I had a day off, I'd give a thought to (invest) wisely the little money I've got left from selling my aunt's house.
- 23) She introduced the idea of starting a new company carefully to her boss, so as (not appear) too intrusive. After all, she was just the assistant manager.
- 24) The early morning is the time when I work best at (invent) new recipes for our foreign guests.
- 25) I don't like staying up much after midnight, when I know the next day I'll be busy (work) on the new accounts.
- 26) The team will stay in tonight to prevent altercations with rival fans (happen) before the big match.

27) He put on a big smile on his face, in an attempt (convince) everyone that he was at ease.

28) Specialists are currently working on some substances that might be responsible for (control) the process of aging in plants.

29) The mayor has recently spoken in favour of (employ) more clerks in the European Funding department.

30) Despite (be) the main contender for the title for many years, the athlete seems to have lost his touch.

II. Choose the correct form of the verb in brackets:

1. She needs (talk/to talk/to have talked) with her teacher about the final paper.
2. Why not (stay/to stay/to be staying) with us this week-end?
3. The engineer was able to make all workers (go/to go/to have gone) back to work.
4. How dare you (speak/to speak/to be speaking) to me like that?
5. She happened (know/to know/to have known) the head-mistress, so she introduced me to her.
6. She happened (meet/to meet/to have met) the head-mistress when she had travelled to France.
7. I'd rather (study/to study/to have studied) more than (give/be given/having been given) a bad grade.
8. She expected John (to make/to be making/to have made) reservations several weeks in advance.
9. I hope (work/to be working/to have worked) better during the holiday.
10. She appears (work/to work/to be working) very well on that project.
11. It was not easy for her friends (accept/to accept/to have accepted) that she was not about to marry John.
12. It was nice of you (call/to call/to be called) me and (wish/be wishing/be wished) me well.
13. She let him (understand/to understand/to be understanding) that she was going to leave her job.
14. He seems (work/to be working/to have been working) all the time, I don't know how he can manage.

III. Complete the second sentence so that it has a similar meaning to the first sentence. Use the word given without changing its form. There is an example at the beginning (0):

(0) If you pass the test you'll have to pay the tax in full.

MEAN

Passing *the tax will mean* paying the tax in full.

1. It is very difficult for me to adapt to changes.

HARD

I find to changes.

2. 'Shall I give him a call?' asked Ann.

OFFERED

Ann a call.

3. There is a risk that she will not pass the test if she doesn't learn.

RISKS

She if she doesn't learn.

4. I think that this parcel over here is yours.

APPEARS

This your parcel.

5. The athlete succeeded in jumping higher than the world champion.

MANAGED

The athlete higher than the world champion.

6. I don't imagine I'll read the whole book in one afternoon.

FACE

I the whole book in one afternoon.

7. They said they would like me to be their team leader.

INVITED

They their team leader.

8. All athletes are required to attend the opening ceremony.

COMPULSORY

It the opening ceremony.

9. 'Please don't open your present until Christmas', said Jane.

ASKED

Jane my present until Christmas.

10. Ann tries not to laugh when people call her 'madam', but in vain.

HELP

Ann when people call her 'madam'.

11. If you join the Army you will have to train hard.

INVOLVES

Joining the Army hard.

12. I don't think we should skip classes.

WRONG

I think

13. It looks as if all the players have already left the building.

SEEM

All the players the building already.

14. I don't expect we'll pass the exam, we have barely studied for it.

UNLIKELY

As we have barely studied for the exam, we it.

15. John could not be in time for the game because his train was delayed.

CAUSED

A delay of the train late for the game.

16. It is not right that he should get such a small grade for his performance.

DESERVE

He such a small grade for his performance.

17. The authorities cannot cope with the recent increase in the number of criminal offences.

IMPOSSIBLE

It with the recent increase in the number of criminal offences.

18. I heard that he left the country, which surprised me.

SURPRISED

I that he had left the country.

19. We are going to have a party in June.

ARRANGED

We a party in June.

20. We must make Ann realize that she is wrong.

MADE

Ann that she is wrong.

IV. Complete the text by putting the verbs in brackets into the correct form, infinitive or gerund. There is an example at the beginning (0):

(0) *redefining/to be re-defined*

If e-gov is successfully implemented at the local, state, and federal levels, the political process may well need (0) (redefine). A new kind of politician may emerge who is able (1) (interpret) and (2) (act) on the desires of the empowered citizen. Possession of skills such as (3) (parse) thousands of e-mails (4) (find) a pattern of common concern, or (5) (form) an Internet-based alliance (6) (respond) to issues, or (7) (think) beyond the geopolitical boundaries of city and state (8) (encompass) an ever-shifting regional or interest-defined society of people may well become the norm.

(9) (get) there we need (10) (rethink) how our goals are and can be accomplished.

(from *The Politics of E-Gov: The Upcoming Struggle for Redefining Civic Engagement*
by Costis Toregas, in *National Civic Review*, vol. 90, no. 3, fall 2001)

V. In each of the following sentences there is a mistake. Write the correct form in the space provided:

1) When they offered repairing my bike, I told them that I just wanted my money back.

.....

2) The engine kept having made a strange noise, so I stopped the car.

.....

3) I must admit to think about going abroad some day.

.....

4) I can't help spend a lot of time in front of the TV.

.....

5) I must go, I simply can't afford losing any more time.

.....

6) I regret saying that you have missed a lot of opportunities. You should start thinking about that.

.....

7) Are you sure you saw Ann at the theatre? She didn't mention to go there tonight.

.....

8) They watched the two horses taking back to the stables.

.....

9) The banker denied been involved in that political affair.

.....

10) I advise all parents being very patient with their children.

.....

11) They pretended having worked for the Globe before joining our team.

.....

12) John arranged for Ann talking to the principal about the scholarship.

.....

13) How dare you to say such a thing? Of course I care about you!

.....

14) They made their child to go to bed at 10 o'clock.

.....

15) I must remember paying the bills today. It's important.

.....

16) He's been trying to give up to smoke for several years.

.....

17) I expected John winning the race in the Olympics, because he is the World Champion.

.....

18) You had better to wear a sweater, it's very cold outside.

.....

19) Ann's teacher is against children to watch too much television.

.....

20) It is dangerous for John travelling alone abroad.

.....

VI. Complete the sentences with the correct form, gerund or infinitive, of the words in brackets:

1. I can't afford (miss) any classes this semester.

2. We plan (launch) the new product in May.

3. Remind me (book) tickets for the flight to Rome.

4. I am considering (change) jobs next year.

5. They postponed (start) the campaign for the new product.

6. He avoids (speak) to Helen about his kids.

7. He refused (return) to his job.

8. When he mentioned (move) to Spain, she grew very angry.

9. We prepared (work) for a whole week on that project.
10. He pretends he doesn't recall (pay) her any money.
11. She finally agreed (use) the jingle we suggested.
12. I just can't resist (eat) cake.
13. He denied (be) responsible for that drop in profit.
14. He really didn't mean (hurt) you.
15. The new boss insists on (inform) about John's problem immediately.
16. He barely avoided (arrest) for theft.
17. He struggled (get) out of the water.
18. I miss (ask) to give my opinion by my colleagues at work.
19. The teacher always complains about children (be) late for her class.
20.(live) in a city is better than I expected.
21. He insists on (call) a director, although he is just the deputy.
22. Stars usually avoid (see) in their free time.
23. When she returned to work on Monday, Jane complained about (not/inform) about the meeting on Friday.
24. That house certainly needs (decorate).
25. That garage door is in bad need of(repair), the remote control no longer works.

VII. In this extract from an article in the magazine 'Education', decide if the italicized verb forms are correct. If there is an error, write the correct form in the spaces provided. If the form is correct, write OK in the space. The first sentence (0) has been done as an example:

(0) *to become*

The Impact of the Internet on the Educational Systems in the New Millennium

The Internet is bound (0) *becoming* an inseparable part of all the educational systems in the new millennium.

The superhighway has become a huge panorama of global information and experiences. In the old days, one could spend hours (1) *looking* for the information he or she needed since books were the only medium of information accessible to the learner.

The question is: is this information being made use of in the right way (2) *serving* the educational system? In other words, is the student making use of the wealth of information in the Internet (3) *to find out* and (4) *reading* about academic subjects?

Generally, the answer tends (5) *be* in the negative. In most cases, the student uses the Internet for purposes like (6) *playing* games or (7) *listen* to music or (8) *to chat* with others. What makes matters worse is that even when the student is required (9) *obtaining* some information, he would just copy them without (10) *to read* them.

(by Neil Maroki, in *Education*, Fall 2001, at <http://proquest.umi.com>)

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____

- (6) _____
- (7) _____
- (8) _____
- (9) _____
- (10) _____

UNIT 19

Climate Challenge

A. Reading comprehension

Judging from the media in months, the debate over global warming is now over. There has been a net warming of the earth over the last century and a half, and our greenhouse gas emissions are contributing at some level. Both of these statements are almost certainly true. What of it? Recently many people have said that the earth is facing a crisis requiring urgent action. This statement has nothing to do with science. There is no compelling evidence that the warming trend we've seen will amount to anything close to catastrophe. What most commentators – and many scientists – seem to miss is that the only thing we can say with certainty about climate is that it changes. The earth is always warming or cooling by much as a few tenths of a degree a year; periods of constant average temperatures are rare. Looking back on the earth's climate history, it's apparent that there's no such thing as optimal temperature – a climate at which everything is just right. The current alarm rests on the false assumption not only that we live in a perfect world, temperature wise, but also that our warming forecasts for the year 2040 are somehow more than the weatherman's forecast for next week.

A warmer climate could prove to be more beneficial than the one we have now. Much of the alarm over climate change is based on ignorance of what is normal for weather and climate. There is no evidence, for instance, that extreme weather events are increasing in any systematic way, according to scientists at the U.S. National Hurricane Centre, the World Meteorological Organization and the Intergovernmental Panel on Climate Change (which released the second part of this year's report earlier this month). Indeed, meteorological theory holds that, outside the tropics, weather in a warming world should be less variable, which might be a good thing.

In many other respects, the ill effects of warming are overblown. Sea levels, for example, have been increasing since the end of the last ice age. When you look at centuries in perspective, ignoring short-term fluctuations, the rate of sea-level rise has been relatively uniform (less than a couple of millimetres a year). There's even some evidence that the rate was higher in the first of the twentieth century than in the second half. Overall, the risk of sea level rise from global warming is less at almost any given location than other causes, such as tectonic motions of the earth's surface.

Many of the most alarming studies rely on long-range predictions using inherently untrustworthy climate models, similar to those that cannot accurately forecast the weather a week from now. Interpretations of these studies rarely consider that the impact of carbon on temperature goes down – not up – the more carbon accumulates in the atmosphere. Even if

emissions were the sole cause of the recent temperature rise – a dubious proposition – future increases wouldn't be as steep as the climb in emissions.

Indeed, one overlooked mystery is why temperatures are not already higher. Various models predict that a doubling of CO₂ in the atmosphere will raise the world's average temperature by as little as 1.5 degrees Celsius or much as 4.5 degrees. The important thing about doubled CO₂ (or any other greenhouse gas) is its 'forcing' – its contribution to warming. At present, the greenhouse forcing is about three quarters of CO₂. But average temperatures rose only about 0.6 degrees since the beginning of the industrial era, and the change hasn't been uniform – warming has largely occurred during the periods from 1919 to 1940 and from 1976 to 1998, with cooling in between. Researchers have been unable to explain this discrepancy.

Modellers claim to have simulated the warming and cooling that occurred before 1976 by choosing among various guesses as to what effect poorly observed volcanoes and unmeasured output from the sun have had. These factors, they claim, don't explain the warming of about 0.4 degrees C between 1976 and 1998. Climate modellers assume the cause must be greenhouse-gas emissions because they have no other explanation. Ten years ago climate also couldn't account for the warming that occurred from about 1050 to 1300. They tried to expunge the medieval warm period from the observational record – an effort that is now generally discredited. The models have also severely underestimated short – term variability El Niño and the Intraseasonal Oscillation. Such phenomena illustrate the ability of the complex and turbulent climate system to vary significantly with no external cause whatever, and to do so over many years, even centuries.

Is there any point in pretending that CO₂ increases will be catastrophic? Or they be modest and on balance beneficial? India has warmed during the second half of the 20th century, and agricultural output has increased greatly. Infectious diseases like malaria are a matter not so much of temperature as poverty and public health policies (like eliminating DDT). Exposure to cold is generally found to be both more dangerous and less comfortable.

Moreover, actions taken thus far to reduce emissions have already had negative consequences without improving our ability to adapt to climate change. An emphasis on ethanol, for instance, has led to angry protests against corn price increased in Mexico, and clearing and habitat destruction in Southeast Asia. Carbon caps are likely to lead to increased prices, as well as corruption associated with permit trading. (Enron was leading lobbyist for Kyoto because it had hoped to capitalize on emissions trading). The alleged solutions have more potential for catastrophe than the putative problem. The conclusion of the late climate scientist Roger Revelle – Al Gore's supposed mentor – is worth pondering: the evidence for global warming thus far doesn't warrant any action unless it is justifiable on grounds that have nothing to do with climate.

(by Richard S.Lindzen, in *Newsweek*, April 16, 2007)

Exercises**I. Match the words in column A with their definition in column B:**

A	B
1. amount (vb.)	a. neglect
2. look back (vb.)	b. the process of warming
3. assumption (n.)	c. to have the same effect as
4. motion (n.)	d. remember
5. inherent (adj.)	e. to remove completely
6. trustworthy (adj.)	f. something you consider to be true
7. steep (adj.)	g. able to be trusty
8. overlook (vb.)	h. difficult to climb
9. expunge (vb.)	i. basic feature

II. Fill in the blanks with the correct word derived from the words in capitals:

1. I think her that he is the suspect is correct.	ASSUME
2. Being a detective is an risky career.	INHERENT
3. The car started climbing upwards.	STEEP
4. When seeing her appearing like that out of the dark he remained	MOTION
5. After so many years of lies and disappointments, she gave up any of being a fulfilled person.	PRETEND
6. Is there any for your wasting your time playing games when an important examination is coming?	JUSTIFY

III. Decide whether the sentences are true (T) or false (F), according to the information offered by the text:

1. There have always been optimal temperatures on earth.
2. At present, the greenhouse forcing is about three quarters of what we would get from doubling CO₂.
3. Climate modellers assume that the cause of the warming is the greenhouse gas emission but this is not the only explanation they can have.
4. Actions taken to reduce emissions had also negative consequences.
5. All scientists agree that a catastrophe is imminent due to the warming of earth.

IV. Choose the proper ending to finish the sentences:

1. The ill effects of warming the earth undergoes are
 - A. underestimated.
 - B. overblown.
 - C. neglected.
2. The scientific predictions are that a doubling of CO₂ in the atmosphere will raise the world average temperature with
 - A. as much as 4.5 degrees Celsius.
 - B. at least 4.5 degrees Celsius.
 - C. less than 1 degree Celsius.

3. Carbon caps are likely to lead to increased prices as well as
 - A. honest trading.
 - B. market collapses.
 - C. corruption with permit trading.
4. Sea levels have been increasing since
 - A. the beginning of the 19th century.
 - B. the end of the last ice age.
 - C. the end of the 19th century.
5. There is no evidence that the degrading changes in the earth climate are
 - A. continuous.
 - B. rare.
 - C. systematic.

V. Choose the correct variant (a, b or c) to fill in the gaps:

Water is a giver and, at the (1) time, the taker of life. It (2) most of the surface of the planet we live on and features large in the (3) of human race. On present (4) it is an element that is set to assume even (5) significance.

Throughout history water has had a huge impact (6) our lives. Humankind has always had a rather ambiguous (7) with water. On one hand, receiving enormous (8) from it, as a drinking source or a (9) of food and a (10) to travel and to trade.

- | | | |
|-------------------|-----------------|---------------|
| 1. a) last | b) same | c) early |
| 2. a) envelops | b) puts on | c) covers |
| 3. a) development | b) flourishing | c) rising |
| 4. a) plans | b) predictions | c) results |
| 5. a) greater | b) higher | c) larger |
| 6. a) in | b) on | c) for |
| 7. a) relation | b) relationship | c) connection |
| 8. a) benefit | b) well-being | c) profit |
| 9. a) producer | b) giver | c) provider |
| 10. a) way | b) manner | c) means |

VI. There are some phrases which have been removed from the text. Find their correct place:

Green marketing comes in waves. The last big one in the United States hit in 1992, when 'recycling' and 'biodegradable' first become buzzwords and the U.S Federal Trade Commission issued its first green guide, (1) That wave faded as the price of the oil in the late 1990s. 'Now there's a new wave', says James A. Kohm, the director of the enforcement division at the consumer-protection arm of the U.S. Federal Trade Commission. 'It's really like a tsunami'.

It sure is. Kohn says he knew the tsunami was coming when he saw ads for the first 'carbon-neutral Super Bowl', 'carbon-neutral NASCAR race' and 'NBC's Green week'. New claims are visible in any supermarket or hardware store. The flood of promotions prompted the FTC

to bump up its scheduled review of environmental-marketing claims to last April, (2) The European Commission recently toughened voluntary guidelines on ecolabeling, (3) The U.S rules are not voluntary, and could lead to prosecutions, says Kohm.

(adapted from 'Watch Those Labels', *Newsweek*, July 7th, 2008)

- a. and now audits green claims.
- b. clarifying how terms like 'recyclable' could be used.
- c. a year earlier than planned.

B. Writing tasks

1. It seems that our way of life has had a negative impact on the environment during the last two centuries. What changes should we make in order to improve the health of the human universe? Express your opinion by giving your arguments in no more than 300 words.
2. There are antonymic views on the global warning. Some believe that a natural catastrophe is imminent. What do you think about such a view? In about 250 words express your opinion.

C. Grammar. Emphasis and Inversion

I. Inversion

Inversion can refer to three grammatical operations:

1. In questions, for the interrogation of the main verb:
Have you ever seen such a wonderful sight?
 2. Using a question form of the verb in a non – question sentence mainly for emphasis:
Not only did he leave me in the middle of the street, but also he blamed me for the incident.
 3. Changing the positions of the verb and subject:
Suddenly came a huge old man.
- In the formal register inversion can occur after negative words such as *never*:
Never in my life have I met such a person like your aunt
 - Time expressions like: *rarely, seldom, always, often* can also appear in inversion type structures. They are usually followed by either present perfect or past perfect or modals in sentences containing comparatives:
Rarely can a boy of his age read such a book!
Seldom had I experienced so much bad luck!
 - Time expressions like:

Hardly.....when

Scarcely..... when

No soonerthan

are usually inverted structures and are followed by past perfect:

- Hardly had she switched on the light when she saw the broken window.
- Scarcely had I sat down when the phone rang.
- No sooner had he found the news than he ran to the hospital.

– *Only, only when, only then, only after, only later + past simple*, usually, can occur in inversion:

Only when I saw Mary did I remember that I had promised something to her.

Only after leaving the place did I notice somebody had stolen my wallet.

– Inversion is also used after *so/such* with *that*:

So interesting was the novel that I couldn't stop reading until I finished it.

Such was the heat that the grass dried.

– In conditional sentences inversion is made by excluding 'if', resulting in a more formal register, or making the event less likely:

If he has any guilt, he'll take the responsibility.

Should he have any guilt, he'll take the responsibility.

If they left unaware, they would have a strong reason.

Should they leave unaware, they would have a strong reason.

If she had met you before, she wouldn't have married that man.

Had she met you before, she wouldn't have married that man.

– Inversion is also used in 'echoing' statements for agreement or disagreement:

A: I am having hot chocolate.

B: *So am I.*

A: He likes playing.

B: *So do I.*

A: They don't like cabbage.

B: *Neither do I.*

II. Emphasis

Some ways to change focus and obtain an emphatic effect in a sentence are:

A. Using passive constructions:

The whole region has been devastated by a storm.

B. Using fronting and inversion; 'fronting' means changing the order of clauses in a sentence, having the emphasis on the first one:

Up the stairs went the frightened cat!

When he came back home, I really don't know.

C. Using 'may' clauses; it's a type of clause involving inversion:

Intelligent as he may be, he can't give a solution to this problem.

D. Cleft sentences – sentences which are introduced by *it is/it was* or by *what*:

It is Helen who wrote the letter.

It was last night that I lost my car keys.

It is because it is raining that I can't go walking.

E. 'What' clauses, mainly with verbs like: *need, like, want, hate*:

What I really need is some hot coffee.

What they are trying is dangerous.

F. Adding words like: *own, not at all, very, the, indeed*:

He is the best indeed.

They are not my friends at all.

This is the very house.

G. Using the auxiliary 'do' or adverbs and adjectives:

I do hope you enjoyed your staying here!
 Everything was absolutely fantastic!
 She actually wanted to gain some money.
 The story is sheer fiction!

Exercises

I. Choose the correct variant in each sentence:

1. No sooner had Kate woken up *when/than* she realized it was three o'clock in the morning.
2. Not until evening I *remembered/did I remember* to send the letter.
3. *Should /Had* I know the answer, I'd tell you.
4. *Hardly/Hard* had they got married when John left for Canada for two weeks.
5. *Had I/I had* left after you I would have noticed that strange man in the corner of the street.
6. It was not until the last day in April *when/that* they decided to leave the town.
7. When he saw the stranger riding the horse, John knew he was the *real/very* man.
8. Expensive as it *may/can* seem, this is the house we need.
9. *So/Such* was the storm that all the trees in the park had been put down to the ground.
10. Rarely *I have seen/ have I seen* such a neglected and ruined estate!

II. Rewrite the sentences in such a way that the meaning stays the same:

1. I felt so uncomfortable that I left.
 It
2. They are ruining the business.
 What
3. I think he needs some hot tea.
 What
4. This new show is very good.
 I
5. Although it is cold, it is not freezing.
 Cold

III. Join the sentences with the word given to have conditional sentences in the tense indicated:

1. It rains. They keep inside (future).
 If
2. She doesn't have time. She joins us on the trip (past).
 Had
3. We follow her. We get lost (past).
 If
4. He helped me with the test. I could manage (past).
 Supposing
5. John didn't introduce them to each other. They didn't get married (past).
 If

IV. Choose the correct ending to finish the sentences:

1. If I were Sally
 - a. I would tell him the plain truth;
 - b. I will tell him the plain truth;
 - c. I tell him the plain truth.
2. We couldn't have won if
 - a. it weren't for him;
 - b. it hadn't been for him;
 - c. it isn't for him.
3. He wishes
 - a. he never met Amanda;
 - b. he meets Amanda;
 - c. he had never met Amanda.
4. Should I see your sister
 - a. I would transmit the message;
 - b. I will transmit the message;
 - c. I would have transmitted the message.
5. If you are thirsty
 - a. you would drink some water;
 - b. you drink some water;
 - c. you drank some water.

V. Fill in with the correct form of the verb in brackets:

1. No sooner had we come to the office than the manager (call) a meeting.
2. If it (be) for you compass, we wouldn't have found the way back.
3. Given the new data, we (change) the policy.
4. I'd rather you (speak) louder, if you don't mind.
5. If he (be) so self-confident, he won't realize he is wrong.
6. Should you have the opportunity, (change) you anything in you life?
7. I wish he (spend) more time with the children.
8. I know we are safe but it smells as if something (burn)
9. He is always behaving as if he (be) the chief.
10. Never in my life I (eat) such a huge piece of cake! I'm full!

UNIT 20

Revision

A. Reading comprehension

I. Read the text and decide whether the sentences following it are true (T) or false (F):

Your career is much like sailing a boat. Many people focus on what's right in front of them, striving for the next raise, the next promotion, the next job. They micromanage their careers. Follow this kind of short-term strategy and you'll not only be constantly distracted but you may ultimately find yourself pointed in the wrong direction.

Successful professionals macromanage their careers, keeping their eyes on the horizon, their long-term goals, while simultaneously navigating short-term conditions. Like chess players, successful executives have the ability to think two, three, and four career moves ahead of where they currently are. In fact, when presented with opportunities others might jump at, they often turn them down.

Why would anyone in their right mind do that? Successful people position themselves in jobs they know they're going to do exceedingly well at, where they will be excited to come to work nearly every day, rather than situations where they are likely to perform in a mediocre way.

1. The author implies that concentrating exclusively on the task at hand can be an unsuccessful strategy.
2. Professionals who macromanage their careers ignore short-term goals.
3. Successful executives prefer good career opportunities to jobs that they enjoy.

II. Read the text carefully and decide whether the sentences following it are true (T) or false (F):

Communicating with your audience

Whenever you speak, you talk to a person or a group. Before you begin your speech, you must understand something about your audience. The people to whom you are going to speak must be considered from the first moment of preparation until after you finish speaking.

In order for you to be an effective speaker, you need to have integrity, knowledge and skill.

Integrity

Every time you speak, you show your audience something about yourself. If you give the impression of not being honest or sincere, your audience will not accept what you have to say.

Knowledge of subject

Integrity alone is not enough. Knowledge of your subject is necessary in order to be an effective speaker. You must have something to say, but you must also have the background and the skill to say it well. It is impossible to be too well prepared. Deep knowledge of your subject will allow you to answer accurately with ease and confidence.

Skill

One of the first skills that you need is that of organising your material for your audience. Most good speakers have a pattern of organisation that the listeners can understand and follow. Also, you must present your ideas clearly to your audience. The skill of using your voice properly so that the audience can hear you is also very important.

1. You must take into consideration your audience while you prepare your speech and during delivery.
2. People are more likely to listen to dishonest speakers.
3. In-depth knowledge of your subject will compensate for the poor delivery of your speech.
4. You can never claim that you know everything about the topic of your speech.
5. The term 'skill' refers to the clear organisation of the discourse and the neat delivery.

III. Read the text and decide whether the sentences below are true (T) or false (F):

Fifty years ago, employees envisaged their working life differently from their counterparts today. Having left school, they would expect to stay in the firm where they had been given their first job, advancing up the promotion ladder until their retirement. They would work long hours and give the company their unconditional loyalty and in return they would have security and a job for life.

Today, in the early years of the twenty first century, both attitudes and the economic climate have changed the way people feel about their jobs. Talking about work has become a national obsession and even at social functions the dominant topic of conversation is work related. This fixation results from transformations in the very nature of employment, all of which insinuate their way into our lives and our communities.

Nowadays, work has taken on a different role, representing our place of birth, our religion and our family ties. So, the very nature of our daily work has become the means of affirming our position in society as well as bringing us personal fulfilment.

1. Fifty years ago it was compulsory for people to work in the same firm until they retired.
2. Today, the economic climate has changed but the attitudes and the way people see their work is the same.
3. Nowadays, people speak a lot about their work in private life.
4. The transformations in the political systems are responsible for the change of attitude people have today.
5. Personal fulfilment is, partially, the result of the success in our daily work.

IV. Read the text and decide whether the statements below are true (T) or false (F):

Obesity, one of the fastest growing illnesses in the world today, is one that, in the most part, is entirely self-inflicted. It is nearing epidemic proportion with one in five people now officially dangerously overweight in Britain and unless this trend is checked, its figure is expected to

rise to one in four by 2010, a figure comparable to the US where a quarter of the population is obese. The consequences of this illness spreading so rapidly affect not just physical health of the nation but has a psychological and economic impact on the well being of the country.

1. Obesity is the fastest growing illness in the world.
2. The consequences of this illness affect mainly the physical health.
3. In Britain it is expected to rise unless the trend is checked.
- 4 In the US half of the population is obese.
5. Obesity is totally self-inflicted.

V. Choose the correct variant (a, b or c) to fill in the text:

In its most basic meaning, democracy refers to people ruling themselves. (1) the Americans, democracy is not only government, (2) Abraham Lincoln put it, 'of the people, by the people and for the people', (3) it also involves limits on majoritarian rule. Because the U.S. was formed by settlers coming from other nations, (4) these men and women had different political, social and economic beliefs, the country, (5) become a nation, did something no other society had done – it recognized pluralism not as a curse (6)..... as a blessing, (7) set up elaborate safeguards to ensure that the majority did not become a tyrant by force of numbers. (8) settle this ideal, some of the most remarkable minds of the American people gathered, discussed, established documents, debated them, made people raise (9)them.

- | | | |
|-------------------|----------------|-----------------|
| 1. a) Among | b) For | c) Before |
| 2. a) as | b) while | c) in so far |
| 3. a) and | b) for | c) but |
| 4. a) since | b) because | c) as |
| 5. a) in order to | b) so as | c) for as |
| 6. a) but | b) contrary to | c) than |
| 7. a) therefore | b) and | c) purposely |
| 8. a) To | b) For | c) In |
| 9. a) for | b) against | c) in favour of |

VI. Read the text below and decide which answer variant best fits the context:

The final form of a journalistic text is the result of the activity of collecting, selecting and (1)..... (*condensing/securing*) the information. The newspaper article does not offer (2)..... (*rough/tough*) information. It is filtered in order to (3)..... (*answer/respond*)to the expectations of the audience. It is a scientific process, taking into (4)..... (*consideration/account*) the nature of the information, the channel of transmission and the type of the text to write. The (5)..... (*deeper/faster*) the information gets into human minds, the greater the possibility to be retained.

B. Grammar

I. Fill in with the correct modal verb (can, could, may, might, should, need) to rewrite the sentences. You may need negative forms:

1. It is possible that some plant species spread chaotically when introduced into the garden.
Some plant species spread chaotically when introduced into the garden.
2. It is advisable to spend about 30 minutes on this task.
Candidates spend about 30 minutes on this task.
3. I don't believe he did such a thing to you. He's a reliable person.
He have done such a thing to you. He's a reliable person.
4. It isn't necessary for them to speak with the manager. They can leave the application forms at the registration office.
They speak with the manager. They can leave the application forms at the registration office.
5. You have to answer all the questions in the questionnaire.
You answer all questions in the questionnaire.

II. Choose the correct answer, a, b or c. Only one answer is correct:

1. Just suppose someone us together.
a) sees b) saw c) will see
2. While getting you to work, a bicycle also gets you
a) healthy b) fast c) fit
3. He wasn't experienced enough the job. That's why he was fired.
a) to handle b) to get c) to manage
4. If he disregard for company regulations, he wouldn't have been dismissed.
a) hasn't shown b) hadn't shown c) didn't show
5. The inspector reported that office staff rather lax in their attention to security.
a) were b) was c) is
6. They became firmly to teach their children to read before starting school.
a) decided b) resolved c) stubborn
7. He as soon as he had received his last minute instructions.
a) set off b) went off c) got off
8. frightened of spiders, I never go down to the cellar if I can help it.
a) Being b) Been c) Having been
9. Don't call tomorrow. I those letters you dictated.
a) will type b) will be typing c) type
10. 'There's someone in the Reception asking for you'.
'Oh, that be the reporter I agreed to talk to'.
a) should b) may c) must
11. You bother to go to the Post Office, I've got some stamps.
a) mustn't b) needn't c) shouldn't
12. Could you give me advice, please?
a) an b) a c) some

13. Let me know when you here and I'll be able to book the seats.
a) will be b) are c) would be
14. If it for his courage, several people might have been killed.
a) hadn't been b) wouldn't be c) weren't
15. I wish. I her on the trip. She wouldn't feel so lonely.
a) join b) joined c) have joined
16. It was wrong you to take what she said for granted.
a) from b) for c) of
17. We've had a lot of with that particular neighbour before. It's so stressing.
a) arguments b) talks c) discussions
18. It seems most that we'll lose the next match.
a) appropriate b) likely c) impossible
19. It's a long time since anyone my car properly.
a) has checked b) checks c) checked
20. There an annual festival here for hundreds of years.
a) has been b) is c) was

III. Use the correct form (infinitive or -ing form) for the verbs in brackets. There is an example at the beginning:

(0) *to ring*

By the time they reached the playground the bell had begun (0) (ring). Isabel, Lottie and Kezia only just had time (1) (take off) their hats and (2) (fall) into line before the roll was called. Isabel tried (3) (make up for) it by (4) (look) very important and mysterious. She whispered to the girls near her: 'I've got something important (5) (tell) you at lunch time'.

Lunch time came and Isabel was surrounded. The girls in her class nearly fought (6) (put) their arms around her, (7) (stand) close to her.

They talked about the doll house. Then the little girls sat under the pine-trees (8) (eat) their thick mutton sandwiches and big pieces of cake. Somewhere nearby sat the Kelveys, Else (9) (hold on to) Lil who was listening to the other girls, while (10) (eat) her jam sandwich out of a newspaper.

IV. Choose the correct variant (a, b or c) to complete the sentences:

1. If I you, I wouldn't leave the car unlocked.
a. were b. will be c. was
2. All the information we needed to be found in that library.
a. were b. was c. are
3. I have imagined such a thing. Milly leaving the country and going to settle in Africa!
a. can't b. couldn't c. mustn't
4. They wouldn't have got lost if they a map.
a. took b. had taken c. would take
5. I wish they the invitation. They are so nice!
a. accepted b. will accept c. accept

6. She regrets him about the accident. He had a real shock.
a. telling b. to tell c. told
7. She asked everybody if there a hotel nearby. Nobody knew it.
a. is b. was c. had been
8. We next Saturday. It's settled.
a. are meeting b. shall meet c. will meet
9. No surprises could occur. The crew well trained and the aircraft well built.
a. is b. are c. will be
10. How healthy is your diet?
a. usual b. common c. regular
11. Try as I, I couldn't pass my driving test.
a. may b. can c. might
12. They would have discovered land sooner if they modern equipment.
a. carried b. had carried c. will carry
13. I think Phil better stay in bed today. He's not well at all.
a. could b. would c. will
14. I thought Jack say something about his new job. But he didn't.
a. must b. will c. would
15. The children that their parents were always checking up on them.
a. complain b. complained c. are complaining
16. It's all right by me if you a holiday.
a. took b. would take c. take
17. Two weeks before the letters arrived.
a. passed b. had passed c. would passed
- 18 If you need me, I'll be in my office.
a. could b. would c. should
19. The management claimed that all strikers to work.
a. returned b. had returned c. return
- 20 The chairman reminded us that the deadline for our project the next Monday.
a. was b. had been c. has been

V. Complete the second sentence so that it has a similar meaning to the first sentence. Use the word given, without changing it:

1) People know that Ann is extremely gifted.

BE

She extremely gifted.

2) Most people believe that John discovered the mistake before Ann.

HAVE

John the mistake before Ann.

3) Talking loudly on the phone in a bus is most impolite.

FOR

It is most impolite loudly on the phone in a bus.

4) They claimed that they had worked on the Google project before taking up the Yahoo! enterprise.

HAVE

They claimed on the Google project before taking up the Yahoo! enterprise.

5) I told him that he was a liar and now I regret it because it was not true.

TELLING

I, which was not true.

6) Everybody believes that Google Print will be a success if legal matters are solved.

EXPECTED

Google Print a success provided legal matters are solved.

7) Watching TV several hours a day might be a danger to your health.

TO

It might be a danger to your health

8) It took several hours for them to search the neighbourhood for the missing goods.

SPENT

Theyfor the missing goods.

9) Raising children in a house with pets might be a good way to keep kids healthy.

FOR

It might be good in a house with pets.

10) If they tell you to take up that job, you should listen to them.

THEM

It would be better if they tell you to take up that job.

11) Those suitcases are so heavy, that he cannot lift them.

TOO

Those suitcases

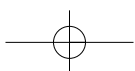
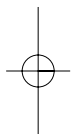
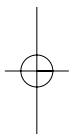
12) Sheila can drive, now that she has turned 18.

OLD

Now that she has turned 18, Sheila

VI. Read the text and decide which tense variant is correct:

As time (1) (is passing/passes), the power of newspapers seems to be on the increase. This is odd because in the relatively recent past people (2) (have been predicting/were predicting) that the influence of the written word (3) (would diminish/will diminish) in direct proportion to the rate of increase of the spoken word and moving image (TV or video). As people whole-heartedly (4) (embrace/embraced) the internet and cable why don't we see newspapers dying out? How have these organs survived let alone they (5) (had flourished/flourished) particularly on a Sunday?



Key to the exercises

Part 1

Unit 1

A. Reading and vocabulary

- I. 1. T; 2. F; 3. F; 4. T; 5. T.
 II. remote = far away
 primarily = mainly
 prized = extremely important, valued highly
 eventually = ultimately
 to err = to make a mistake
 to assume = to consider as true
 to allow = to permit
 in the long run = in the future, but not immediately
 III. 1. B; 2. A; 3. D; 4. B; 5. D; 6. C; 7. B; 8. A; 9. B.

B. Grammar

- I. 1. a; 2. a; 3. b; 4. a; 5. b; 6. a; 7. b; 8. b; 9. b; 10. b; 11. a; 12. a; 13. b; 14. a; 15. a.
 II. 1. d; 2. a; 3. d; 4. b; 5. c.
 III. 1. made; 2. make; 3. do; 4. make; 5. do; 6. do; 7. do.
 IV. 1. development; 2. arrival; 3. effective; 4. powerful; 5. Interactivity; 6. unusually.
 V. 1. has grown out of 2. Grow up 3. had grown into 4. Grown-ups.
 VI. 1. a; 2. a; 3. a; 4. b; 5. b; 6. a; 7. a.
 VII. 1. want; 2. will carry; 3. can be made; 4. to install; 5. are looking.

Unit 2

A. Reading and vocabulary

- I. 1.b 2.a 3.a 4.c
 II. 1.e 2.f 3.d 4.b 5.a 6.g 7.c 8.i 9.h
 III. 1.by 2. upon 3. from 4. to
 IV. 1. murders 2. homicide 3. manslaughter
 V. 1.A 2.B 3.B 4.C 5.C 6.A 7.B 8.B 9.C

B. Grammar

I. (suggested answers)

1. ... went on a trip to France; 2. ... understood them; 3. ... was not attentive;

4. ...he didn't have friends; 5. ...I had a nightmare; 6. ...was in Austria; 7. ...aced it;
8. ...it had been broken into; 9. ...it broke a window; 10. ...traveled to many countries.
- II. 1. dropped, spilled; 2. arrived, was writing; 3. was, entered, stood up; 4. was walk-
ing, attacked; 5. were playing, came; 6. was just opening, blew; 7. was climbing,
slipped, fell; 8. saw, was not carrying; 9. wanted, couldn't, ended up; 10. rode, was.
- III. 1. would bring; 2. would not have to; 3. would have; 4. would be; 5. would invite.
- IV. 1. was; 2. arrived; 3. did not want; 4. told; 5. didn't mind; 6. was sitting; 7. would move.
- V. 1. was going to buy; 2. would help; 3. was going to freeze; 4. were going to run out;
5. was going to run.
- VI. 1. verb with preposition; 2. verb with preposition; 3. phrasal verb; 4. phrasal verb.
- VII. 1. c; 2. b; 3. b; 4. a; 5. b; 6. a; 7. c; 8. a.

Unit 3

A. Reading and vocabulary

- I. 1. b; 2. b; 3. c; 4. c.
- II. spotty good in some parts, but not in all
appropriate suitable, correct
fresh new, having just come from a place
lined up arranged to happen or to be available
- III. 1. difficult; 2. strict; 3. strong; 4. not easily damaged; 5. not tender.
- IV. 1. assignment/s; 2. job; 3. post; 4. career; 5. position; 6. trade; 7. vocation; 8.
employment; 9. occupation; 10. task; 11. profession; 12. chores.
- V. 1. room 2. jump ship 3. Breaking into 4. lagged 5. pursue 6. released

B. Grammar

- I. 1. was changing; 2. couldn't believe; 3. seemed; 4. began; 5. have researched.
- II. 1. have been working; 2. have typed; 3. have called; 4. has come; 5. has already
ordered.
- III. 1. get back at; 2. got over; 3. get ... across; 4. get out of; 5. are ... getting at; 6. get
along with; 7. get away with; 8. get by; 9. got down to; 10. get away; 11. get in;
12. get round to; 13. get off; 14. get up.
- IV. 1. c; 2. c; 3. b; 4. c; 5. b; 6. d; 7. a; 8. b.
- V. 1. are; 2. Would; 3. had; 4. do; 5. will.

Unit 4

A. Reading and vocabulary

- I. 1. C; 2. A; 3. D; 4. B.
- II. 1. T; 2. F; 3. F; 4. T; 5. F.
- III. 1. c; 2. d; 3. a; 4. b; 5. h; 6. e; 7. i; 8. f; 9. g.
- IV. some; story; can; information; be able; will; you; several; different; be used; organ;
magazine.
- V. 1. A; 2. C; 3. B; 4. C; 5. B; 6. A; 7. D; 8. A; 9. B; 10. C; 11. A; 12. C.

B. Grammar

- I. 1. C, C, C, C, C, NC, C; 2. NC, C, C, C; 3. C, NC, C, C, C; 4. NC, C; 5. C, C, C, NC, NC, NC, NC; 6. NC, C; 7. C, NC, NC; 8. C, NC; 9. NC, C, C, C, NC, C.
- II. 1. b; 2. b; 3. b; 4. a; 5. a.
- III. manufacturers, deodorants, tires, automobiles; Comparisons, surveys, studies; firms, watchdogs, claims, regulations, claims, studies, manipulations.
- IV. 1. women; 2. dishes; 3. table-cloths; 4. clothes; 5. damage; 6. damages; 7. customs; 8. fire-fighters; 9. animal trainers.
- V. 1. a few; 2. a little; 3. (very) few; 4. (very) few; 5. a few; 6. a little; 7. (very) few; 8. (very) little; 9. a little; 10. a few.
- VI. 1. every *student/all students*; 2. one of the *countries*; 3. each *woman*; 4. OK; 5. each of the *women*; 6. each of the *errors*; 7. OK.
- VII. 1. brought up; 2. brought about; 3. bring ... in; 4. brought back; 5. to bring down; 6. brought ... round.

Unit 5

A. Reading and vocabulary

- I. 1. F; 2. F; 3. T; 4. T.
- II. 1. e; 2. d; 3. f; 4. c; 5. b; 6. a.
- III. 1. b; 2. d; 3. e; 4. a; 5. c.
- IV. 1. extent; 2. fundamental/important; 3. valuable; 4. conduct/behaviour; 5. bowed/stooped; 6. pleasant.

B. Grammar

- I. 1. a, -; 2. -, -, -; 3. the, the; 4. -; 5. A, -, -, -; 6. -, -; 7. -, the, -, a; 8. the; 9. a, a, a; 10. -, -, a, -, the.
- II. 1. a vegetarian, meat; 2. sugar, a loaf; 3. dinner; 4. a doctor; 5. The breakfast.
- III. a. 1. the; 2. -; 3. a; 4. -; 5. a; 6. a; 7. a; 8. -; 9. the.
b. 1. the; 2. -; 3. the; 4. the; 5. the; 6. the.
- IV. 1. the, the, The, the, the, the; 2. the; 3. -, the, the; 4. -, -; 5. -; 6. the; 7. the, -, the.
- V. 1. a; 2. a; 3. the; 4. a; 5. The; 6. the; 7. the; 8. The; 9. a; 10. a; 11. a; 12. a.
- VI. 1. these are; 2. this; 3. that restaurant; 4. this.
- VII. 1. a; 2. b; 3. a; 4. a; 5. b.
- VIII. 1. b; 2. b; 3. c; 4. a; 5. a; 6. b.
- IX. 1. out; 2. out; 3. up; 4. for, off/away; 5. out; 6. of.

Unit 6

A. Reading and vocabulary

- I. 1. F; 2. F; 3. T; 4. T; 5. T.
- II. morale confidence, enthusiasm
low not high or tall
straightforward easy to understand, not complicated
punchy having a strong effect because it is clear and short

- | | |
|------------|-------------------------------------|
| to appoint | to choose for a job or position |
| to deem | to consider |
| to spot | to see or notice a person or thing |
| to enhance | to increase the quality or value of |
- III. 1. shuffled; 2. crept; 3. staggered; 4. pounding; 5. limping.
- IV. labour turnover the rate at which employees leave a company and are replaced by other people
- to swap to give something to somebody and receive something in exchange
- stiff firm, difficult to bend
- itchy producing an uncomfortable feeling on your skin, making you want to scratch
- inmate a person living in a prison or in a mental hospital
- to underestimate to think that an amount/size is smaller than it really is
- V. 1. A; 2. B; 3. C; 4. B; 5. C; 6. A; 7. D; 8. D.

B. Grammar

- I. 1. OK; 2. OK; 3. barriers; 4. OK; 5. words; 6. tongues; 7. languages; 8. speakers; 9. times; 10. OK.
- II. (1) start; (2) are; (3) beckons; (4) has changed/changes; (5) eat.
- III. 1. the police; 2. cases; 3. are; 4. -; 5. the public.
- IV. A. 1. hint; 2. reflects.
B. 1. are pleading; 2. has killed; 3. are.
- V. 1. is; 2. are; 3. has; 4. is; 5. was; 6. were; 7. was; 8. have; 9. is; 10. seems.
- VI. 1. came up with; 2. has come down; 3. came out; 4. come through; 5. has come up; 6. came round/around; 7. come back to.

Unit 7

A. Reading and vocabulary

- I. 1. F; 2. T; 3. F; 4. T.
- II. 1. f; 2. d; 3. b; 4. e; 5. a; 6. c.
- III. 1. A; 2. B; 3. C; 4. C.

B. Grammar

- I. 1. Take the road which/ that is signposted to Leeds.
2. The woman who/that sat next to me cried all the time.
3. He is the man for whom I have the greatest admiration.
4. None of the people who/that went on the tour complained about the guide.
5. The jeans (that/which) I bought for my daughter are too short.
- II. 1. no commas; 2. Predeal, which is a mountain resort, is famous for its ski slopes;
3. no commas; 4. no commas; 5. Mary, who was very curious, kept asking questions; 6. An old man, who looked very tired, knocked at the door; 7. no commas;
8. no commas; 9. no commas; 10. no commas.
- III. 1. back; 2. on; 3. off; 4. to; 5. up.

Unit 8*A. Reading and vocabulary*

- I. achieve, surpass, delineation, succeed, well-oiled, seek, accurately.
II. 1. T; 2. F; 3. T; 4. T; 5. F; 6. F.
III. 1. arrived; 2. get; 3. reached; 4. arrive; 5. managed; 6. succeeded.
IV. (1) multiplicity; (2) behaviour; (3) misunderstanding(s); (4) ability; (5) failure;
V. 1. B; 2. C; 3. B; 4. D; 5. A.

B. Grammar

- I. 1. couldn't; 2. couldn't; 3. can't; 4. could; 5. can.
II. 1. b; 2. a; 3. a; 4. a; 5. b; 6. a; 7. b; 8. a; 9. a; 10. a; 11. a.
III. 1. b; 2. c; 3. d; 4. b; 5. a.
IV. 1. should/ought to; 2. can; 3. must not; 4. must/have to; 5. may/might/could.
V. 1. at; 2. of; 3. to; 4. about; 5. to.
VI. 1. gave in; 2. give away; 3. giving off; 4. gave ... back; 5. gave up; 6. gave out.

Unit 9*A. Reading and vocabulary*

- I. 1. F; 2. B; 3. D; 4. A; 5. E; 6. C.
II. 1. E; 2. C; 3. A; 4. B; 5. D; 6. F.
III. 1. guilty; 2. sensible; 3. in charge of.
IV. 1. disagree, fight, quarrel; 2. state, give reasons.
V. 1. screaming; 2. shouted; 3. whispered; 4. stammering; 5. Tell.

B. Grammar

- I. 1. might; 2. may; 3. must; 4. might; 5. could; 6. must.
II. 1. couldn't; 2. will; 3. won't; 4. He *must* be; 5. will.
III. 1. could; 2. must; 3. can't; 4. couldn't/wasn't able to; 5. can; 6. Shall.
IV. 1. Can; 2. How; 3. What; 4. Does; 5. To whom; 6. How much; 7. How often; By whom.
V. 1. a; 2. d; 3. b; 4. c; 5. e.
VI. 1. turned ... in; 2. turned against; 3. turned up; 4. turned down; 5. turned out;
6. turned away; 7. turned to.

Unit 10*A. Reading and vocabulary*

- I. 1. A; 2. B; 3. B; 4. C.
II. 1. a; 2. a; 3. c; 4. a.
III. 1. oversee; 2. high-profile; 3. pitching information; 4. developed.
IV. 1. c; 2. f; 3. e; 4. g; 5. b; 6. d; 7. a.

B. Grammar

- I. 1. c; 2. c; 3. a; 4. b; 5. a; 6. c; 7. a.
II. 1. we'd rather – we'd better; 2. Can – Must/Do you have to; 3. must have tried – should/ought to have tried; 4. may go – should/ought to/must go; 5. could – must.
III. 1. a; 2. b; 3. c; 4. c; 5. d; 6. b; 7. b.

Unit 11*A. Reading and vocabulary*

- I. 1. T; 2. F; 3. T; 4. T.
 II. 1. c; 2. a; 3. b; 4. b; 5. a; 6. a; 7. c; 8. c.

B. Grammar

- I. 1. 'll tell; 2. stand; 3. 'll be; 4. will you repay; 5. is; 6. burned; 7. wouldn't open;
 8. wouldn't have opened; 9. were; 10. would offer; 11. would have stopped;
 12. will take; 13. would have taken; 14. had known; 15. 'd tell.
 II. 1. hadn't sneezed; 2. didn't have; 3. speak; 4. heat; 5. asks ... will/asked ... would;
 6. hadn't seen; 7. found; 8. press; 9. stay; 10. wouldn't print.
 III. 1. a; 2. a; 3. b; 4. c; 5. b; 6. a; 7. b.
 IV. 1. hadn't worked; 2. hadn't eaten; 3. had; 4. wouldn't; 5. 'll finish; 6. had.
 V. 1. had – 'll have; 2. 'll have – had; 3. 'll have – had; 4. told – had told; 5. can –
 could; 6. left – had left.
 VI. 1. c; 2. b; 3. b; 4. a; 5. c; 6. c; 7. a; 8. b; 9. b; 10. a.

Unit 12*A. Reading and vocabulary*

- I. (1), (2), (3), (4): logic, rationality, control, analysis. The order is not important.
 (5), (6): inspiration, creativity. The order is not important.
 II. haphazard, convenient, messy, protracted, demand, peer, split, undermine, elaborate, employ.
 III. 1. F; 2. T; 3. F; 4. T.
 IV. 1. arms; 2. shoulder; 3. tight-fisted; 4. leg; 5. heels; 6. hand; 7. feet; 8. head; 9. eye;
 10. faces; 11. mouth.

B. Grammar

- I. 1. has been requested; 2. is said; 3. will be organised; 4. has been served; 5. had
 been shown; 6. was being hit; 7. was found; 8. is being repaired; 9. would be
 forced; 10. will be purchased.
 II. 1. have been; 2. had to be; 3. might have been; 4. will not be; 5. were not; 6. could
 be; 7. would be; 8. was not; 9. might be; 10. were being.
 III. 1. a; 2. a; 3. b; 4. b; 5. a; 6. a.
 IV. 1. b; 2. c; 3. d; 4. c; 5. b; 6. c; 7. b; 8. c; 9. d.
 V. 1. was built; 2. will be brought; 3. has been done; 4. had been given; 5. was left;
 6. had been hit; 7. has not been found; 8. is being served; 9. has been suggested;
 10. was (ever) heard; 11. was given; 12. were requested; 13. have to be returned;
 14. was asked; 15. will have been sold.
 VI. 1. un-; 2. mis-; 3. un-; 4. ir-; 5. im-; 6. il-; 7. in-; 8. non-; 9. mis-; 10. dis-/un-.
 VII. 1. puts up with; 2. put away; 3. put aside; 4. put off; 5. put aside.

Unit 13*A. Vocabulary*

- I. 1. B; 2. A; 3. B; 4. C; 5. D; 6. A.
 II. 1. a; 2. b; 3. c; 4. b; 5. b; 6. a; 7. a.
 III. 1. B; 2. A; 3. A; 4. C; 5. B.
 IV. 1. c; 2. g; 3. e; 4. f; 5. h; 6. b; 7. i; 8. a; 9. j; 10. d.
 V. 2. B; 3. E; 4. A; 5. C; 6. D.

B. Grammar

- I. 1. c; 2. b; 3. a; 4. c; 5. a; 6. c; 7. a; 8. c; 9. a; 10. c; 11. b; 12. b; 13. c; 14. a; 15. c; 16. b; 17. a; 18. a; 19. b; 20. b; 21. a; 22. c; 23. b; 24. a; 25. a; 26. b; 27. c; 28. b; 29. c; 30. a; 31. c; 32. b; 33. b; 34. a; 35. b.
 II. 1. got; 2. watched; 3. thought; 4. had never seen; 5. were tripping; 6. went; 7. fell.
 III. 1. may; 2. should; 3. can't; 4. needn't; 5. must.
 IV. 1. left; 2. fell; 3. faced; 4. became; 5. move; 6. chose; 7. haven't known; 8. has used; 9. had; 10. is rising.
 V. 1. c; 2. b; 3. a; 4. c; 5. b; 6. b; 7. b; 8. a; 9. b; 10. a; 11. b; 12. a; 13. c; 14. a; 15. b; 16. c; 17. a; 18. a; 19. b; 20. b.

Part 2**Unit 14***A. Reading comprehension*

- I. 1. b; 2. c; 3. a; 4. b; 5. a; 6. c; 7. a
 II. 1. e; 2. c; 3. g; 4. d; 5. h; 6. a; 7. b; 8. f.
 III. Section A: 1. D; 2. A; 3. E; 4. B; 5. C
 Section B: 1. g; 2. c; 3. f; 4. j; 5. h; 6. d; 7. a; 8. e; 9. b; 10. i.
 IV. 1. (1) _____ D
 (2) _____ E
 (3) _____ B
 (4) _____ B (5) _____ D (6) _____ F
 (7) _____ C (8) _____ G
 (9) _____ A
 (10) _____ H
 (11) _____ B
 2. (12) _____ C
 (13) _____ C (14) _____ E
 (15) _____ H
 (16) _____ B (17) _____ F
 (18) _____ C
 (19) _____ C (20) _____ G
 V. (1) after; (2) OK; (3) to; (4) they; (5) so; (6) OK; (7) in; (8) true; (9) OK; (10) from; (11) on; (12) mainly.
 VI. 1. C; 2. A; 3. C; 4. D; 5. B; 6. A; 7. D; 8. B; 9. C; 10. A; 11. A; 12. D.

C. Grammar

- I. 1. to help; 2. the situation to us; 3. blaming himself; 4. distinguished himself; 5. made up; 6. suit yourself; 7. to be; 8. subjected to; 9. lacking in; 10. competed against.
- II. 1. b; 2. b; 3. a; 4. b; 5. a; 6. b; 7. b; 8. a; 9. b; 10. a.
- III. 1. a; 2. b; 3. c; 4. d; 5. e.
- IV. a. take *after* your father b. bring *down* prices c. look *over* a leaflet
 take *on* a new look bring *out* an album look *for* work
 take *down* scaffolding bring *back* memories look *after* children
 take *off* glasses bring *about* change look *up* a word
 take *up* room bring *in* money look *into* a crime
 take *over* a company bring *up* children look *down on* subordinates
- V. 1. h; 2. i; 3. c; 4. a; 5. e; 6. b; 7. f; 8. j; 9. g; 10. d.
- VI. 1. put out; 2. not to put up with; 3. reached out to; 4. running away; 5. sit up;
 6. spilled over; 7. speak up; 8. speak out; 9. stepped aside; 10. take back; 11. take off;
 12. throws into; 13. tie in; 14. go along with; 15. came up against.
- VII. 1. came down with; 2. called off; 3. worn out; 4. set up; 5. have looked into;
 6. broke up.

*Unit 15**A. Reading comprehension*

- I. 1. d; 2. f; 3. b; 4. c; 5. a; 6. e; 7. h; 8. g.
- II. 1. e; 2. f; 3. a; 4. b; 5. c; 6. d.
- III. 1. F; 2. T; 3. F; 4. F; 5. T; 6. T; 7. F; 8. F; 9. F; 10. T; 11. T; 12. T; 13. F; 14. T; 15. T.
- IV. (1) perception; (2) stressful; (3) unusually; (4) responsibilities; (5) unsettling;
 (6) disable; (7) emotionally; (8) calmness; (9) irritations; (10) setbacks.
- V. (1) to; (2) OK; (3) whom; (4) further; (5) that; (6) but; (7) the; (8) also; (9) OK;
 (10) it.
- VI. 1. lapsed back into; 2. to give in; 3. brought back; 4. set ... back; 5. seeking out;
 6. to set aside; 7. bring in; 8. to find out; 9. to give up; 10. to look into.

B. Grammar

- I. (1) that; (2) where; (3) that; (4) that; (5) when; (6) what; (7) when; (8) why; (9) that;
 (10) that.
- II. 1. whom; 2. who; 3. where; 4. what; 5. when; 6. which; 7. why; 8. whose; 9. whether;
 10. how.
- III. 1. how much you want; 2. why he wasn't; 3. what he would do; 4. talked/had talked;
 5. vocabulary is; 6. was that they; 7. due to the fact that; 8. it is true that; 9. what
 was; 10. would come.
- IV. 1. write/should write; 2. be called; 3. go on/should go on; 4. meet; 5. be informed;
 6. be built.
- V. 1. 'what' not possible; 2. OK; 3. 'if' not possible; 4. 'if' not possible; 5. 'if' not possible;
 6. 'whether' not possible; 7. 'that' not possible; 8. 'why' not possible; 9. OK;
 10. 'which' not possible.

- VI. 1. What; 2. how; 3. whether; 4. if; 5. which; 6. Why; 7. who; 8. how; 9. that; 10. When.
- VII. 1. that she promised was; 2. calling about that computer will be offered; 3. is the last time (that) we meet; 4. the majority of whom did not; 5. the purpose of which is; 6. believe that he is/believe him to be; 7. (that) you should call; 8. was so tired, that I couldn't/wasn't able to; 9. that he was successful; 10. is well-known that he is interested in; 11. he is clearly recovering; 12. seems that people's views on politicians have been influenced; 13. is (very) likely that she found out/for her to have found out; 14. is (highly) unlikely that John returned/for John to have returned; 15. is certain (that) they will win; 16. how far Rome is; 17. made me mad was (the fact) that he didn't call; 18. you like it or not.
- VIII. 1. Leaving; 2. who I talked to/with, to/with whom; 3. which I finished reading last week; 4. much that; 5. in which case; 6. at which point; 7. which; 8. none of whom; 9. several of whom; 10. who.
- IX. 1. B; 2. A; 3. D; 4. B; 5. C; 6. A; 7. D; 8. B; 9. A; 10. C.
- X. An ordered life is one of the most assured methods of self-improvement. The saying 'tidy desk – tidy mind' *that* is also certainly true but only a small part of it. It is important that you order your life *which* in such a manner that allows you to do everything you need to, when you need to do it. You should also be able to effectively ensure that you become happier and more content as well as progress with your career, *that* make new friends and anything else you want in life. While work is important, you should always make *which* time to spend with your family and a little personal time. This personal time *that* could be an excellent opportunity to take up a physical hobby. Exercising helps to clear the mind and *which* produce chemicals in your body that are essential and often lacking. Modern living involves greater working hours and less personal time. Inevitably this *which* has led to less interactivity. Always set goals for yourself to aid in your progress. Increasing *that* the amount of exercise you do will only usually be beneficial or successful if you have a reason to do it. If you simply want to get fitter and stay healthy *which* then set yourself an achievement. If you currently walk 1 mile a day then aim to walk 5 miles a day. When you are walking 5 miles a day, consider if there is any way *which* you can improve this further. Time with your family and friends is also essential. We are social animals by nature and so human interaction *that* is not only natural but it is healthy and pleasurable. Taking up a sport with a friend or group of friends *that* would combine exercise with interaction and be perfect. Your friends may turn out to be the extra motivation you require in the event of difficult times.
- XI. 1. I liked the dress (that) you bought.
2. The girls to whom we talked/we talked to yesterday were very nice.
3. He made a table that/which he used to put books on.
4. The teacher whom we heard yesterday was smart.
5. The theatre where/to which we went/we went to was a nice building.
6. I must write to the man from whom I received a an I spoke to/to whom I spoke is from America.

7. Mrs. Reed, whose daughter I taught, is very nice.
 8. I met the man whose wife works in our office.
 9. I spoke to the man who is from America.
- XII. 1. Place /where he goes; 2. To/ whom I discussed; 3. Movies/which, that were presented; 4. To talk/to, with about the test; 5. The city/in which; 6. The class/where I learn; 7. The girl/who was crying; 8. The school/which, that offers; 9. The man/who, that stopped; 10. The book,/which was sold.
- XIII. 1. if; 2. When; 3. that; 4. What; 5. Why; 6. that; 7. that/which; 8. how/where; 9. That; 10. What; 11. which; 12. whether; 13. whom; 14. how; 15. As/because; 16. whom; 17. whose; 18. that; 19. That; 20. Whatever.
- XIV. (1) inside; (2) that; (3) to; (4) who; (5) OK; (6) which; (7) of; (8) OK; (9) OK; (10) which letter.

Unit 16

A. Reading comprehension

- I. 1. f, 2. g, 3. j, 4. b, 5. h, 6. i, 7. k, 8. e, 9. a, 10. d, 11. c.
 II. 1. contentment, 2. underprivileged, 3. growth, 4. inaccessible, 5. competitors, 6. extent, 7. achievement, 8. settlers, 9. immorality, 10. cancellation.
 III. 1. F, 2. F, 3. F, 4. T, 5. T.
 IV. 1. C, 2. C, 3. A, 4. B, 5. A.
 V. 1. F, 2. F, 3. F, 4. T, 5. T.

C. Grammar

- I. 1. to take the 9 o'clock train. 2. if I'll stay with them for the weekend. 3. me to go home. 4. not to take the umbrella as it's sunny and warm. 5. what time I go to work
 II. 1. was; 2. was; 3. would; 4. would; 5. would; 6. had given; 7. seemed.
 III. 1. had been reserved; 2. was; 3. not to take; 4. had been, had voted; 5. had lost; 6. would have; 7. is; 8. had done, had not been; 9. had left; 10. wouldn't swim.
 IV. 1. a, 2. a, 3. c, 4. a, 5. c, 6. b, 7. b, 8. c, 9. b, 10. b, 11. a, 12. a, 13. c, 14. b, 15. b.
 V. 1. should make /make; 2. had been; 3. had got; 4. would be; 5. were beginning.
 VI. 1. B, 2. A, 3. C, 4. B, 5. C, 6. A
 VII. 1. broke; 2. belonged; 3. abandoned; 4. were hurt; 5. proved; 6. were obliged; 7. had lost.
 VII. (1) out; (2) it; (3) the; (4) OK; (5) about; (6) OK; (7) the; (8) in; (9) OK; (10) of; (11) all; (12) the; (13) OK.

Unit 17

A. Reading comprehension

- I. 1. d, 2. h, 3. g, 4. a, 5. b, 6. c, 7. i, 8. e, 9. f, 10. j.
 II. 1. c, 2. d, 3. a, 4. e, 5. b.
 III. 1. F, 2. F, 3. T, 4. F, 5. T.
 IV. 1. B, 2. B, 3. B, 4. C, 5. C.
 V. 1. F, 2. F, 3. T, 4. F, 5. T.
 VI. 1. b, 2. a, 3. c, 4. b, 5. a, 6. b, 7. c, 8. a, 9. b, 10. a.

C. Grammar

- I. 1. aim; 2. or else; 3. since; 4. Whenever; 5. Once; 6. although; 7. in case; 8. being
9. in spite of.
- II. 1. B, 2. A, 3. B, 4. C, 5. C.
- III. 1. cheap enough to buy.
2. the rain, they joined the demonstration in the park.
3. order to buy a dress for my cousin's wedding.
4. is for answering to our special clients.
5. asking John about the car keys, she found he had lost them.
6. at the airport, by which time the plane had already taken off.
7. no thoughts / intention to sell her mother's old gold watch.
8. aim is to be a champion one day!
9. dangerous was to cross the lake in winter that we gave up.
10. decide now what direction to go in, otherwise we'll get lost.
- IV. 1. c, 2. b, 3. a, 4. c, 5. b, 6. a, 7. b, 8. a, 9. b, 10. a.
- V. 1. however; 2. after; 3. in order; 4. but; 5. when.
- VI. 1. On the contrary; 2. As a rule; 3. mainly; 4. in particular; 5. In theory; 6. As far as
I know; 7. presumably; 8. all in all.
- VII. 1. c, 2. a, 3. c, 4. b, 5. a, 6. b, 7. c, 8. a, 9. c, 10. b.
- VIII. 1. pays; 2. had announced 3. feel 4. had demanded 5. is 6. had been 7. change
8. were
- IX. 1. impossible; 2. possible; 3. impossible; 4. impossible; 5. impossible; 6. possible.
- X. 1. b, 2. b, 3. c, 4. b, 5. a, 6. a, 7. c.
- XI. 1. say; 2. would you do; 3. had been; 4. wouldn't have got; 5. will have been; 6. would
have forgotten; 7. had given; 8. Had I received; 9. didn't agree; 10. wouldn't tell;
11. were/was; 12. had looked after; 13. had taken; 14. agreed; 15. came.

Unit 18*A. Reading comprehension*

- I. 1. T, 2. F, 3. T, 4. F, 5. T.
- II. 1. c, 2. b, 3. b.
- III. 1. d, 2. a, 3. b, 4. c.
- IV. 1. e, 2. c, 3. a, 4. f, 5. b, 6. d.
- V. 1. b, 2. c, 3. a.
- VI. 1. c, 2. d, 3. b, 4. a.
- VII. 1. C, 2. C, 3. A, 4. B, 5. A, 6. D, 7. D, 8. A, 9. B, 10. C.
- VIII. 1. misunderstandings; 2. effectiveness; 3. guidance; 4. overload; 5. additional;
6. concentration; 7. occasionally; 8. comfortable; 9. productive; 10. clarification;
11 argument; 12. agreement.
- IX. 1. C, 2. A, 3. C, 4. A, 5. D, 6. B, 7. C, 8. A, 9. D, 10. B.

C. Grammar

- I. 1. to draw; 2. pushing, striking; 3. making; 4. overlooking; 5. disappearing; 6. to
follow; 7. writing; 8. taking/having taken; 9. to join; 10. telling; 11. to re-build;
12. dealing; 13. to protect; 14. bribing; 15. to be; 16. to save; 17. talking;

18. start/to start; 19. getting; 20. seeing; 21. being; 22. investing; 23. not to appear; 24. inventing; 25. working; 26. happening; 27. to convince; 28. controlling; 29. employing; 30. being.
- II. 1. to talk; 2. stay; 3. go; 4. speak; 5. to know; 6. to have met; 7. study, give; 8. to have made; 9. to be working; 10. to be working; 11. to accept; 12. to call, wish; 13. understand; 14. to be working.
- III. 1. it hard to adapt; 2. offered to give him; 3. not passing the test; 4. appears to be; 5. managed to jump; 6. can't face reading; 7. invited me to be; 8. is compulsory for all athletes to attend; 9. asked me not to open; 10. can't help laughing; 11. involves training; 12. it is wrong (for us) to skip classes; 13. seem to have left; 14. are unlikely to pass; 15. caused John to be; 16. does not deserve to get; 17. is impossible for the authorities to cope; 18. was surprised to hear; 19. have arranged to have; 20. must be made to realize.
- IV. (1) to interpret; (2) act; (3) parsing; (4) to find; (5) forming; (6) to respond; (7) thinking; (8) to encompass; (9) To get; (10) to rethink.
- V. 1. to repair; 2. making/kept making; 3. thinking/admit thinking; 4. spending/can't help spending; 5. to lose/can't afford to lose; 6. to say/say; 7. going/didn't mention going; 8. being taken back; 9. being involved/having been involved; 10. to be; 11. to have worked; 12. to talk; 13. say; 14. go; 15. to pay; 16. smoking; 17. to win; 18. wear; 19. watching; 20. to travel.
- VI. 1. to miss; 2. to launch; 3. to book; 4. changing; 5. starting; 6. speaking; 7. to return; 8. moving; 9. to work; 10. paying; 11. to use; 12. eating; 13. being; 14. to hurt; 15. being informed; 16. being arrested; 17. to get; 18. being asked; 19. being; 20. Living; 21. being called; 22. being seen; 23. not having been informed; 24. decorating; 25. repairing.
- VII. (1) OK; (2) to serve; (3) OK; (4) read (to read); (5) to be; (6) OK; (7) listening; (8) chatting; (9) to obtain; (10) reading.

Unit 19

A. Reading comprehension

- I. 1. c, 2. d, 3. f, 4. b, 5. i, 6. g, 7. h, 8. g, 9. e.
- II. 1. assumption; 2. inherently; 3. steeply; 4. motionless; 5. pretence; 6. justification.
- III. 1. F, 2. T, 3. F, 4. T, 5. F.
- IV. 1. B, 2. A, 3. C, 4. B, 5. C.
- V. 1. b, 2. c, 3. a, 4. b, 5. a, 6. b, 7. b, 8. a, 9. c, 10. c.
- VI. 1. b, 2. c, 3. a.

C. Grammar

- I. 1. than; 2. did I remember; 3. Should; 4. Hardly; 5. Had I; 6. that; 7. very; 8. may; 9. Such; 10. have I seen.
- II. 1. was because I felt uncomfortable that I left.
2. they are doing is ruining the business.
3. he needs is some hot tea.
4. do like the new show.
5. as it may be, it is not freezing

- III. 1. If it rains, they'll keep inside.
 2. Had she had time, she would have joined us on the trip.
 3. If we had followed her, we would have got lost.
 4. Supposing he had helped me, I could have managed with my test.
 5. If John hadn't introduced them to each other, they never would have got married.
- IV. 1. a, 2. b, 3. c, 4. a, 5. b.
- V. 1. called; 2. hadn't been; 3. will change; 4. spoke; 5. is; 6. would you change;
 7. spent; 8. were burning/was burning; 9. were/was; 10. have I eaten.

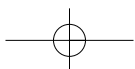
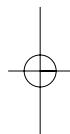
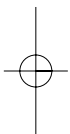
Unit 20

A. Reading comprehension

- I. 1. T, 2. F, 3. F.
 II. 1. T, 2. F, 3. F, 4. T, 5. T.
 III. 1. F, 2. F, 3. T, 4. F, 5. T.
 IV. 1. F, 2. F, 3. T, 4. F, 5. F.
 V. 1. b, 2. a, 3. c, 4. b, 5. a, 6. a, 7. b, 8. a, 9. a.
 VI. 1. condensing, 2. rough, 3. answer, 4. consideration, 5. deeper.

B. Grammar

- I. 1. may, 2. should, 3. can't, 4. needn't, 5. must.
 II. 1. b, 2. c, 3. a, 4. b, 5. a, 6. b, 7. a, 8. a, 9. b, 10. c, 11. b, 12. c, 13. a, 14. a, 15. b,
 16. c, 17. a, 18. b, 19. c, 20. a.
 III. 1. to take off; 2. fall/to fall; 3. to make up for; 4. looking; 5. to tell; 6. to put; 7. to
 stand; 8. eating; 9. holding on to; 10. eating.
 IV. 1. a, 2. c, 3. b, 4. b, 5. c, 6. a, 7. b, 8. a, 9. b, 10. c, 11. c, 12. b, 13. b, 14. c, 15. b,
 16. c, 17. a, 18. c, 19. b, 20. a.
 V. 1. is known to be; 2. is believed to have discovered; 3. for people to talk; 4. to have
 worked; 5. regret telling him that he was a liar; 6. is expected to be/become; 7. to
 watch TV several hours a day; 8. spent hours searching the neighbourhood; 9. for
 kids' health to be raised/for kids' health to raise them; 10. for you to listen to them;
 11. are too heavy for him to lift; 12. is old enough to drive
 VI. 1. passes, 2. were predicting, 3. would diminish, 4. embrace, 5. flourished.



Annex A

IRREGULAR VERBS

Infinitive

Past Simple

Past Participle

be
beat
become
begin
bend
bite
blow
break
bring
build
burn
burst
buy
catch
choose
come
cost
cut
deal
dig
do
draw
dream
drink
drive
eat
fall
feed
feel
fight
find
fly
forbid
forgive
freeze
get
grow
hang
have
hear
hide

was/were
beat
became
began
bent
bit
blew
broke
brought
built
burnt/burned
burst
bought
caught
chose
came
cost
cut
dealt
dug
did
drew
dreamt/dreamed
drank
drove
ate
fell
fed
felt
fought
found
flew
forbade
forgave
froze
got
grew
hung
had
heard
hid

been
beaten
become
begun
bent
bitten
blown
broken
brought
built
burnt/burned
burst
bought
caught
chosen
come
cost
cut
dealt
dug
done
drawn
dreamt/dreamed
drunk
driven
eaten
fallen
fed
felt
fought
found
flown
forbidden
forgiven
frozen
got
grown
hung
had
heard
hidden

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PR Your English !

hit
hold
hurt
keep
know
lay
lead
learn
leave
lend
let
lie
light
lose
make
mean
meet
pay
put
read
ride
ring
rise
run
say
see
sell
send
set
shake
shine
shoot
show
shut
sing
sink
sit
sleep
speak
spell
spend
stand
steal
stick

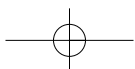
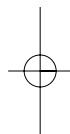
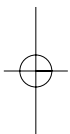
hit
held
hurt
kept
knew
laid
led
learnt/learned
left
lent
let
lay
lit
lost
made
meant
met
paid
put
read
rode
rang
rose
ran
said
saw
sold
sent
set
shook
shone
shot
showed
shut
sang
sank
sat
slept
spoke
spelled/spelt
spent
stood
stole
stuck

hit
held
hurt
kept
known
laid
led
learnt/learned
left
lent
let
lain
lit
lost
made
meant
met
paid
put
read
ridden
rung
risen
run
said
seen
sold
sent
set
shaken
shone
shot
shown
shut
sung
sunk
sat
slept
spoken
spelled/spelt
spent
stood
stolen
stuck

swim
take
teach
tear
tell
think
throw
understand
wake
wear
win
write

swam
took
taught
tore
told
thought
threw
understood
woke
wore
won
wrote

swum
taken
taught
torn
told
thought
thrown
understood
woken
worn
won
written



Annex B

TRANSITIONAL WORDS AND PHRASES

To add

And, then, also, too, besides, other, another, in the first place, first, second, next, finally, further, furthermore, moreover, in addition

To compare

Also, in the same way, likewise, similarly

To contrast

But, yet, or, though, although, even though, in spite of, at the same time, otherwise, however, for all that, in contrast, nevertheless, on the contrary, on the other hand, notwithstanding

To indicate time

Now, presently, then, next, soon, earlier, later, recently, before, after, first, second, immediately, meanwhile, in the meantime, after a while, as soon as, at that time, lately, since, so far, subsequently, at last, finally, eventually

To indicate place

Here, there, next to, near, nearby, above, below, to the right, on the other side, opposite to, in the front, in the back

To show purpose

Because of, to this end, for this purpose, for that reason

To show result

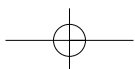
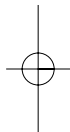
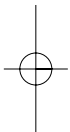
Thus, as a result, hence, therefore, thereupon, consequently

To give examples

That is, for example, for instance, an illustration of, to illustrate, specifically

To repeat, to emphasize, summarize, conclude

All in all, in general, on the whole, in sum, in summary, in short, in brief, to sum up, to summarize, in other words, that is, in fact, indeed, clearly, definitely, without doubt, certainly



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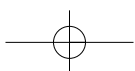
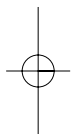
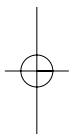
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